

Kings Avenue School

Kings Avenue, London SW4 8BQ

Inspection dates

22–23 May 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Since the previous inspection, leaders have not ensured that the quality of teaching and learning is consistently good. Consequently, pupils, including the most able, disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities, make inconsistent progress in English, mathematics and other subjects.
- In 2017, the proportion of pupils who achieved the expected standard in reading and mathematics at the end of Year 6 was below the national average. This means that the majority of pupils were not ready for their learning in Year 7.
- Disadvantaged pupils' progress in reading and mathematics at the end of 2017 was well below that of other pupils nationally. This was an area for improvement in the last inspection and has not been fully addressed.
- Class teachers do not consistently ensure that the learning activities offered to all pupils meet their needs and deepen learning. Teachers' expectations of what pupils can achieve are inconsistent. The level of challenge offered is uneven. All this hinders pupils' progress.
- Pupils' attitudes to learning are variable. This is due to the inconsistent quality of teaching and teachers' expectations of pupils' behaviour.
- Pupils are developing strong knowledge, understanding and skills in mathematics. However, they are not given sufficient opportunities to apply their mathematical skills to solve problems.
- Subject leaders are not fully involved in checking the quality of the teaching. They do not analyse pupils' progress information to raise standards in their respective subjects.

The school has the following strengths

- Governors have responded well to the actions identified in the external review of governance. They are tenacious in holding leaders to account for the outcomes of pupils.
- Pupils are friendly, polite and respectful. They feel safe at school. Safeguarding is effective.
- Children in the early years make strong progress from their low starting points. This is because teaching is consistently good.
- Leaders promote pupils' spiritual, moral, social, and cultural development effectively.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that:
 - senior leaders make sure that the quality of teaching and learning in key stages 1 and 2 is consistently strong across the curriculum so that all pupils make good progress
 - the funding used to support disadvantaged pupils is making a greater difference in these pupils' achievements in reading and mathematics
 - subject leaders develop their monitoring role by checking the quality of teaching and pupils' progress to raise standards in their subjects.
- Improve the quality of teaching and learning so that it is consistently good or better, by ensuring that teachers:
 - raise their expectations of what pupils can do and achieve
 - set more demanding work, so that all pupils, including the most able, disadvantaged pupils and those who have SEN and/or disabilities, make consistently good progress in English, mathematics and in a wide range of subjects
 - use assessment effectively in order to plan activities that extend and deepen pupils' learning
 - provide pupils with more opportunities to apply their mathematics skills to solve problems and develop their reasoning skills.
- Improve pupils' attitudes to learning by ensuring that:
 - teachers raise their expectations of pupils' behaviour by not accepting disruptions during learning time
 - pupils consistently demonstrate high levels of concentration and do not waste learning time
 - pupils take care and pride in presenting their work neatly.
- An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders have an optimistic view of the school's effectiveness. Over time, they have not ensured that the quality of teaching and learning is consistently good in key stages 1 and 2. As a result, pupils' progress and attainment in English, mathematics and a wide range of subjects are variable. This was reflected in the school's performance in the 2017 national assessments.
- Subject leaders have clear action plans and are aware of the strengths and areas for improvement in their curriculum areas. However, they do not check the quality of teaching and pupils' progress rigorously.
- Up until recently, senior leaders were not always clear about pupils' starting points. Since September, they have used assessment information more rigorously. Leaders now have accurate information about pupils' starting points in reading, writing and mathematics and monitor pupils' progress more effectively. However, the monitoring of pupils' progress in other curriculum subjects such as history and geography is at the early stages of development. It is too early to see the impact of leaders' work.
- There has been a high turnover of teachers and leaders. This has had a detrimental effect on the quality of teaching and pupils' outcomes.
- The thematic-based approach to the curriculum is skilfully developed and offers pupils a range of learning opportunities in different subjects, such as science. Where appropriate, it is linked to high-quality children's texts. Pupils' learning is enriched and extended beyond the classroom in many different ways. For example, pupils visit museums and participate in residential trips. Professionals such as lawyers and civil engineers talk to pupils in school about their jobs, and this has helped to raise pupils' aspirations. These enrichment activities support pupils' personal development well. However, the inconsistencies in the quality of teaching across a wide range of subjects have affected pupils' progress across the curriculum.
- The pupil premium funding is being used to support disadvantaged pupils' learning. Additionally, it promotes their well-being and enables them to participate in enrichment activities, such as clubs and educational visits. However, its use has not fully secured improvements for disadvantaged pupils' progress and attainment.
- The local authority has supported the school well. The representative has offered support and challenge through regular visits to the school. This support has included identifying the correct priorities for the school's plans for improvement and action group meetings to hold senior leaders to account for pupils' outcomes.
- The school's work to promote pupils' spiritual, moral, social and cultural development and understanding of British values is effective. These values are taught through the school's curriculum and daily activities, such as assemblies. Pupils learn about different world religions and visit places of worship. This helps them to respect individuals from different religious and cultural backgrounds.

Governance of the school

- Governors have benefited from the external review that was recommended at the school's previous inspection. They have become effective at challenging leaders on the school's performance in the national assessments. They ask probing questions of leaders about pupils' outcomes. Governors have acknowledged that there is more work to be done to improve pupils' outcomes, including those of disadvantaged pupils.
- Members of the governing body contribute to the school's key documents well, such as the school's plans for improvement and self-evaluation. In addition to the governing body meetings, governors meet regularly with the local authority representative who provides them with an accurate view of the school. Consequently, they know the strengths and areas for improvements well.
- Governors visit the school to ensure that safeguarding policies and procedures are followed effectively. They check that all staff have received up-to-date training. Additionally, governors monitor the single central record to ensure that all staff working with pupils are suitably checked against the government's latest guidance.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff are well trained to spot the changes in pupils' behaviour that could suggest that pupils are at risk of harm. They receive regular updates on safeguarding issues, such as the different types of abuse. As a result, they remain vigilant.
- Leaders keep detailed records of pupils whose circumstances make them vulnerable. They work closely with external agencies to ensure that these pupils are kept safe and their welfare needs are met.
- The curriculum offers many opportunities for pupils to learn about how to keep themselves safe in a range of situations, such as on the road. Pupils speak knowledgeably about how to keep themselves safe online and know to keep their personal details secure.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching and learning is inconsistent across year groups and in a wide range of subjects. This has resulted in variability in pupils' outcomes.
- Teachers' expectations of what pupils can do and achieve are not consistently high enough. Teachers' expectations vary across year groups and subjects. The work in pupils' books shows that teachers do not use their assessments effectively to set tasks which meet pupils' learning needs. Sometimes, the work is too easy or too hard for pupils of different abilities. The level of challenge set for pupils is inconsistent and pupils sometimes do not complete their work. Teachers' expectations of the presentation of pupils' work are not consistently high.

- The work in pupils' mathematics books shows that pupils are offered few opportunities to apply their mathematics to solve problems. Equally, teachers do not provide consistently good opportunities for pupils to develop reasoning skills.
- Some teachers and adults ask questions that do not support pupils' learning in the subject taught. Sometimes, the questions asked within tasks set or during lessons do not enable pupils to gain a deeper understanding or explain their thinking.
- Teachers' expectations of pupils' behaviour during lesson time are inconsistent. Some teachers accept low-level disruption while they are teaching, and this impacts on pupils' learning and progress.
- The teaching of reading is improving. Leaders have put in place a new reading system. They have developed a range of strategies to engage pupils in reading. For example, pupils are motivated by authors who visit the school and talk about their work. However, leaders' work to improve the teaching of reading is relatively new and needs time to develop fully.
- There is a systematic approach to teaching phonics across early years and key stage 1. Pupils use their phonics well to read and spell unfamiliar words.
- Pupils are taught effectively to write at length and in a range of styles across the curriculum. This is stronger in Years 2, 4 and 6. For example, pupils in Year 2 used their imagination to write a persuasive letter to the characters in a traditional tale.
- Overall, teaching assistants support pupils with SEN and/or disabilities well to meet their learning needs. Occasionally, the support for these pupils is not fully effective and this limits their progress.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils play happily together during playtimes, enjoying a variety of games such as 'touch ball' to develop their physical and social skills. Adults offer a good level of supervision to ensure pupils' safety and well-being.
- Pupils say that bullying is a rare occurrence at the school. They have confidence in adults to act swiftly on any of their concerns or worries. Pupils learn about the different forms of bullying, including cyber bullying, through assemblies and lessons in personal, social, health and economic education.
- Pupils are given opportunities to develop their leadership skills. For example, members of the school council voice their peers' views and suggest improvements for the school. They raise funds for charity and donate food to the foodbank. Pupils experience first-hand the British value of democracy.
- The large majority of parents and carers say that pupils are happy, well cared for and looked after at school.

Behaviour

- The behaviour of pupils requires improvement.
- Teachers' expectations of pupils' behaviour are inconsistent. Where these are not sufficiently high, low-level disruption interrupts pupils' learning. When teachers do not set work that is closely matched to pupils' learning needs, pupils lose concentration and switch off from learning. Furthermore, learning time is not used consistently well, and this affects pupils' self-esteem, confidence and progress.
- The work in pupils' books shows that they do not consistently take pride in their work or make the effort to present it neatly.
- Leaders have taken effective action to improve pupils' attendance, including working with parents and external agencies. Although improving, pupils' current attendance is slightly below the national average. Persistent absence is close to the national average.
- In the main, pupils conduct themselves well in and around the school. This contributes to a calm learning environment. Pupils are fully conversant with the school's behaviour management system and know that unkind behaviour and words are not accepted.

Outcomes for pupils

Requires improvement

- Over time, the quality of teaching has been variable. Pupils have not made consistently strong progress across key stages 1 and 2 and in a wide range of subjects.
- In 2017, at the end of key stage 2, pupils' progress in reading and mathematics was well below average. These pupils did not make sufficiently good progress over time and their attainment in these subjects was also well below average. Attainment in writing was slightly better than the national average. As a result, the majority of pupils were not sufficiently well prepared for their learning in secondary school.
- Last year, disadvantaged pupils' progress at the end of Year 6 was significantly below average in reading and mathematics. Furthermore, their attainment was lower than other pupils nationally in these subjects.
- In 2017, at the end of key stage 1, the proportion of pupils, including disadvantaged pupils, who attained the expected standards in reading and mathematics was below the national averages. From low starting points at the end of early years, these pupils made progress, but this was not enough to enable a higher proportion to reach the expected standards by the end of Year 2.
- In 2017, the proportion of pupils who achieved the expected standard in the Year 1 phonics screening check was below the national average. The school's current assessment information shows that the large majority pupils who did not meet the expected standards are well on track to achieving the expected standard by the end of Year 2.
- Pupils' attainment in science at the end of key stages 1 and 2 in 2017 was below the national average. Disadvantaged pupils' attainment was below that of other pupils nationally. Leaders acknowledge that teaching in this subject was not strong enough.

- The work in current pupils' books shows that they are developing scientific knowledge and skills. They are given opportunities to use their mathematical skills to explore and investigate scientific concepts. For example, pupils in Year 2 used their measurement skills to investigate the number of beats per minute when doing different types of exercise. While some pupils are making better progress in science, it is inconsistent across the school.
- Although pupils are given opportunities to develop their knowledge, understanding and skills across the curriculum, pupils currently in key stages 1 and 2 are making inconsistent progress in English, mathematics and different subjects. This is also the case for different groups of pupils, disadvantaged pupils, the most able and those who have SEN and/or disabilities. Teachers do not consistently use their checks on pupils' learning to provide relevant learning opportunities. This hinders them from making strong progress from their starting points.
- Pupils do not acquire consistently strong problem-solving or reasoning skills in mathematics.
- Pupils who read with inspectors used their phonics well to sound out unfamiliar words. They demonstrated a good understanding of the texts. Pupils enjoy reading and discuss their favourite authors with enthusiasm.

Early years provision

Good

- Early years provision is good because teaching is consistently strong. As a result, children make strong progress from their low starting points.
- In 2017, the proportion of children that achieved a good level of development was close to the national average. This means that children have acquired the basic literacy and numeracy skills necessary to continue their learning journey into Year 1. They have also developed strong social and personal skills to become confident and successful learners.
- The early years provision is led and managed effectively. Leaders have correctly identified the strengths and areas for development. For example, leaders know they need to involve parents more to support them in their children's learning.
- The quality of teaching is effective, which enables children to develop strong language, literacy and numeracy skills. Adults provide good models for speaking and listening to promote children's language development. Children use their phonics knowledge well to read and write simple sentences. For example, children use their phonics to spell unfamiliar words when writing about what they would like to be when they grow up. Similarly, work displayed in classrooms shows that children are given good opportunities to develop their mathematical understanding. For example, children have explored making their own patterns using real objects, such as feathers and coloured beans.
- Children's behaviour is good. They play well together, sharing resources and cooperating with each other and adults. They enjoy playing games such as, 'What is the time, Mr Wolf?' where they have to work as a team. Staff promote children's social

development well. Safeguarding is effective in the early years. Children are kept safe in the provision.

School details

Unique reference number	133315
Local authority	Lambeth
Inspection number	10048247

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

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	365
Appropriate authority	The governing body
Co-Chairs	Alison Lodge and Julia Carleysmith
Executive Headteacher	Elizabeth Maxted
Telephone number	020 7622 1208
Website	www.kingsavenueschool.co.uk/
Email address	emaxted.208@lgflmail.org
Date of previous inspection	26–27 April 2016

Information about this school

- Since the last inspection, there have been significant staffing changes. In September 2016, the head of school was seconded from a local school, to work alongside the existing headteacher. Two deputy headteachers were appointed in September 2017. Approximately half the teaching staff members are new to the school since the beginning of this academic year.
- The school receives support from the local authority through regular visits and meetings.
- This school is larger than the average-sized primary school.
- The proportion of pupils eligible for free school meals is well above the national average.

- The proportions of pupils who have SEN and/or disabilities who are receiving support and those who have education, health and care plans are well above the national averages.
- The school meets the government's current floor standards, set in 2017. These set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- The school manages the on-site breakfast and after-school clubs.

Information about this inspection

- Inspectors visited all classes to observe pupils' learning. Most of these visits were undertaken jointly with senior leaders. Inspectors scrutinised pupils' books in English, mathematics and in a wide range of subjects.
- Inspectors spoke to pupils at different times during the school day, including while in lessons and at breaktimes and lunchtimes. They met with two groups of pupils to ascertain their views about their learning and the school. Inspectors listened to pupils read from Years 1, 2, 5 and 6.
- Meetings were held with leaders at all levels, including the headteacher and head of school. The lead inspector met with members of the governing body and a local authority representative. Inspectors met with school staff.
- Inspectors considered 53 responses to Parent view, Ofsted's online survey, which included 12 free-text responses. They spoke to parents at the start of the school day and considered the school's own parent surveys. There were no responses to the pupils' survey, but inspectors analysed the school's own survey of pupils' views.
- Inspectors scrutinised a range of school documentation, including safeguarding documents, the school's self-evaluation and plans for improvement, and information related to pupils' progress and attainment.

Inspection team

Rajeshree Mehta, lead inspector	Ofsted Inspector
Rekha Bhakoo	Ofsted Inspector
Sheila Cohring	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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