

# Inspection of a good school: Avonmore Primary School

Avonmore Road, London W14 8SH

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Inspection dates:

24 and 25 November 2021

## **Outcome**

Avonmore Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a section 5 inspection now. The school's next inspection will be a section 5 inspection.

## **What is it like to attend this school?**

Leaders expect all pupils to behave well at all times. Pupils respond to these high expectations and behave very well. They engage with their learning in every class and do not distract each other in lessons. Relationships between pupils and staff are strong. They are built on mutual respect. Pupils struggled to remember any incidents of bullying. They know that staff would deal with bullying seriously if it took place. Staff keep pupils safe.

Staff have high expectations for all pupils. Children in the early years are enthusiastic about their learning and encourage visitors to join in. Children start to learn to read, write and work with numbers as soon as they join the Nursery.

Older pupils are keen to join the school council or eco council. Pupils in Year 6 take part in an enterprise week each year. A range of opportunities are on offer, including Latin, art and numerous sports clubs. Each year a group of pupils gets to pick fruit at a farm, turn it into jam and then sell it at a local market. Pupils enjoy using their 'Phiz Lab', a physics laboratory, where they engage in a number of experiments and science lessons.

## **What does the school do well and what does it need to do better?**

Many pupils arrive at the school with little or no English. Trained staff support these pupils well and adapt their resources to help pupils to learn. Staff use specific programmes to help pupils learn to read and write in English. Pupils with special educational needs and/or disabilities (SEND) benefit from tailored support. Leaders make sure that all pupils with SEND follow to the full curriculum. These pupils are fully involved in lessons with their peers. When necessary, teachers provide one-to-one support which focuses specifically on pupils' individual needs. Leaders make effective use of other professionals from outside agencies to train staff and support pupils with specific needs.

Leaders have created an ambitious curriculum. They have worked with subject specialists across the other two schools within the federation. Subject plans and resources are of a high standard. Staff attend regularly training in each subject. Staff said that the collaborative approach across the three schools makes their workload manageable.

Leaders have identified the knowledge and skills they want pupils to learn in each subject. Teachers assess pupils' knowledge confidently. Teachers provide opportunities for pupils to revisit and build on what they have learned previously. Pupils talk confidently about their learning. They demonstrate secure knowledge of what they have been taught. For example, in history, pupils talked confidently about refugees and immigrants. They were clear about why the Vikings and Romans were not refugees or immigrants but invaders. While most subjects are well embedded, a few need more time. Because of this, some pupils, particularly in Years 5 and 6, have some gaps in their knowledge.

In most subjects, pupils develop strong and secure knowledge and skills. Pupils' artwork, for example, is of a very high standard. Pupils in Years 5 and 6 spoke confidently about how their knowledge of shading, observation and proportion has improved over time. Pupils in Year 2 talked about how adding white paint adjusts the tone and black paint adjusts the shade. Leaders have given careful consideration to which artists pupils learn about as they move through the school.

Leaders make sure that reading is top priority. Teachers use the school's phonics programme consistently and effectively. Pupils learn to read fluently and achieve well. Staff choose class texts that are high quality and that pupils can relate to. Pupils love reading. They were keen to discuss their favourite books and authors.

What pupils learn in mathematics is carefully planned right from the start. Children in the early years develop a strong foundation for learning about numbers. Throughout the school, teachers provide regular opportunities for pupils to practise and apply their knowledge and understanding.

Learning is hardly ever disrupted. Pupils are keen to learn. They are proud of their school and describe it as diverse and inclusive. Leaders provide a range of opportunities to support pupils' personal development. Pupils enjoy a variety of clubs and trips that enhance what they learn in lessons.

Staff feel supported by leaders. Leaders care about their well-being. Staff said that leaders invest in their development and make sure that their workload is manageable.

In discussion with the headteacher, the inspector agreed that the impact on pupils' knowledge and understanding across the full curriculum may usefully serve as a focus for the next inspection.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders responsible for safeguarding meet regularly to discuss pupils' welfare. Leaders build strong partnerships with families. Leaders make sure that families that need support receive the help they require. Leaders work closely with the local authority to keep pupils safe. Leaders waste no time in making referrals when they are concerned about pupils.

Staff understand their roles in keeping pupils safe. Staff are well trained. They know who to go to if they have any concerns about a pupil or a member of staff. Governors fulfil their roles effectively. They are well trained in safeguarding matters, including staff recruitment.

Pupils report that they feel safe and can talk to an adult if they are worried. They know how to keep themselves safe online.

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

### **(Information for the school and appropriate authority)**

- Leaders have reviewed and revised the curriculum across the school. The majority of subjects are well planned and embedded. A few are at the earlier stages of development. As a consequence, older pupils have missed out on some key learning. Leaders must ensure that all subjects are implemented to a consistently high standard and that any gaps in pupils' knowledge are addressed.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in September 2011.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	100322
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	10200254
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	209
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jodie Terry
<b>Headteacher</b>	Maya Wittleton
<b>Website</b>	<a href="http://www.avonmoreprimary.co.uk">www.avonmoreprimary.co.uk</a>
<b>Date of previous inspection</b>	19 October 2016, under section 8 of the Education Act 2005

## Information about this school

- The school joined the Fox Federation in 2019. An executive headteacher oversees all three schools. The schools share a governing body.
- The leadership team is new since the last inspection.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- The inspector held meetings with senior leaders. They met with four members of the governing body, including the chair of governors. The inspector spoke on the telephone with the local authority school improvement partner.
- The inspector carried out deep dives in these subjects: early reading, mathematics and art. As part of the part of the deep dives, the inspector met with leaders to discuss curriculum plans, visited lessons with senior leaders, met with teachers and looked at pupils' work.

- The inspector met pupils to understand their views on the school.
- The inspector considered the effectiveness of safeguarding through discussions with leaders, teachers and support staff. They looked at records related to safeguarding, including pre-employment checks for staff.
- The inspector spoke to most of the staff about their workload and well-being. They considered staff responses to the Ofsted survey. They also looked at the responses to the pupil survey and Ofsted Parent View.
- The inspector reviewed a wide range of documentation provided by the school. This included the school improvement plan, school evaluation, curriculum documentation and school policies.

### **Inspection team**

Aliki Constantopoulou, lead inspector

Her Majesty's Inspector

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