

Inspection of Avonwood Primary School

Harewood Avenue, Bournemouth, Dorset BH7 6NB

Inspection dates: 17 and 18 April 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Christopher Jackson. This school is part of United Learning, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sir Jon Coles, and overseen by a board of trustees, chaired by Richard Greenhalgh.

What is it like to attend this school?

Avonwood Primary School is an exceptional place to learn. The school's relentless focus on every pupil experiencing 'the magic of primary school' shines through. From the start of the early years, pupils excel. Rich and diverse experiences extend pupils' understanding far beyond the academic. The school has the highest ambition for every pupil to achieve well. They do.

Behaviour is exemplary. Pupils know exactly what is expected of them because inspiring staff show them how to behave. Relationships between staff and pupils are delightful. Pupils develop mature attitudes through the school's charter. As a result, they embody values such as being interconnected and loving one another.

The school's motto, 'It starts with one', exemplifies the school's approach to giving pupils responsibilities. Pupils have a strong sense of altruism. They decide which charities to support. They benefit from meaningful leadership opportunities, such as acting as friendship ambassadors who make highly positive contributions to the school. Talents and interests are sparked. From coding to choir, there are clubs for everyone. The school welcomes a range of visitors, such as scientists and authors from across the world, as well as nurses to model heart dissections. Parents are overwhelmingly positive about the school's work to 'inspire wonder'.

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

The school and trust have skilfully designed a highly ambitious curriculum that enables pupils, including those with special educational needs and/or disabilities (SEND), to achieve highly. This demonstrates the culture of aspiration at Avonwood. In all subjects, the knowledge that pupils are expected to learn is set out clearly.

Pupils learn exceptionally well across the curriculum. They build their knowledge and make sophisticated connections between learning. For example, in history, pupils expertly share their knowledge about the Vikings and the Mayan civilisation, making links to concepts such as power and invasion. They develop a deep understanding of each subject. All subjects are highly regarded. Pupils thrive and make excellent progress because of these rich and broad opportunities.

Dedicated staff at every level share a commitment to refining the curriculum. Staff training is of the utmost importance. The school has used research to inform practice. It has invested in ensuring there is an agreed approach to teaching each subject. This is delivered to a consistently high standard. Teachers use questioning to expertly draw out any misconceptions. These are swiftly addressed. Leaders have a relentless focus on doing well for every pupil. The school successfully adapts learning for pupils with SEND. Effective systems for identification mean pupils swiftly get any additional support they need. As a result, pupils with SEND progress through the curriculum exceptionally well.

Reading is front and centre of the school's curriculum. Staff deliver the phonics programme with the utmost precision. Pupils keep up with their learning because of highly effective support that is put in place where needed. The books pupils read are very well matched to the sounds they have learned. Consequently, the large majority of pupils are highly able readers by the end of Year 1. Pupils relish listening to their teachers read. Staff provide older pupils with opportunities to develop oracy in reading comprehension lessons. Painted story pebbles and jars, as well as 'first chapter Friday', enthuse pupils to become avid readers developing a passion for reading.

Children in the early years blossom. Staff expertly develop children's communication through high quality interactions. Learning activities precisely match the knowledge leaders want children to learn. For example, children independently make repeating patterns using pegs and make estimates of numbers up to 20 in their mathematics learning. Children can articulate their learning exceptionally well.

Pupils have a strong moral perspective that stems from the school's eight charter principles. They are excited to come to school and do not want to miss out. The school's meticulous work to continually drive attendance means that pupils' attendance is high.

The school's work to develop character is impressive. Opportunities are carefully considered to broaden pupils' experiences. Pupils develop their character by speaking to their local MP about how to improve their local area. Young carers clubs show pupils' compassion for others. Pupils created 'waffle waffle' club to give them dedicated time to share conversation over breakfast. They enjoy taking part in music festivals, such as the New Milton Festival. Pupils develop a strong sense of belonging. They say they represent the school with pride.

Trustees and local governors are equally ambitious for what the school achieves. They rigorously hold leaders to account. The combined approach of the school, trust and local governance on the development of the curriculum has had an extremely positive impact on staff workload and wellbeing.

Safeguarding

The arrangements for safeguarding are effective.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	148357
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10298099
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	515
Appropriate authority	Board of trustees
Chair of trust	Richard Greenhalgh
CEO of trust	Sir Jon Coles
Headteacher	Christopher Jackson
Website	www.avonwoodprimaryschool.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Avonwood Primary School opened in March 2021.
- The school is part of United Learning, a multi-academy trust.
- The school uses one unregistered alternative provider.
- There is a before- and an after-school club for pupils who attend the school.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, school staff, parents, pupils, the regional director of the trust, a member of the board of trustees and the local governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, computing and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector listened to pupils from Years 1, 2 and 3 read to a known adult.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and around the school, including at lunchtime and breaktimes. In addition, the inspectors met with pupils formally and informally to hear their views.
- Inspectors considered responses to the online survey, Ofsted Parent View, including free-text responses. They also looked at responses to the staff and pupil surveys.

Inspection team

Lakmini Harkus, lead inspector	His Majesty's Inspector
Claire Mirams	Ofsted Inspector
Claire Baillie	Ofsted Inspector

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