

Addison Primary School

Inspection report

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| Unique Reference Number | 100321 |
| Local Authority | Hammersmith and Fulham |
| Inspection number | 276287 |
| Inspection dates | 27–28 April 2006 |
| Reporting inspector | Sibani Raychaudhuri |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | |
| Appropriate authority | The governing body |
| Chair | Professor Conrad Lichtenstein Mr Raymond King |
| Date of previous school inspection | Not previously inspected |
| School address | Addison Gardens Blythe Road London W14 0DT |
| Telephone number | 02076035333 |
| Fax number | 02076035333 |

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Addison Primary is a large school with a nursery. The Pupils come from many ethnic backgrounds. Mobility is high, with some pupils from refugee and asylum seeking families. About two fifths of the pupils speak English as an additional language (EAL) and many are at an early stage of learning English. The percentage of pupils with learning difficulties is average and an above average proportion is eligible for free school meals. The school has an acting head teacher since the retirement of the previous head teacher. There has been a very high turnover of staff, including the departure of many established staff last summer and the appointment of a number of newly qualified teachers. The school has a long tradition of developing pupils' talents in music.

Key for inspection grades

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|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade:

What the school should do to improve further

- improve the tracking of pupils' progress and involve them in setting their own targets.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

The quality of teaching and learning is good because teaching brings relevance and enjoyment to pupils' learning through well-prepared, interesting activities that are matched to their needs. Very good relationships also help to motivate them in lessons and they work hard. Outstanding teaching in mathematics in a Year 5 class, provides very effective challenge and pace for all groups of pupils, for example, through timed tasks at varying levels of difficulty. Teaching assistants work well to support pupils with learning difficulties. The widespread use of computerised whiteboards with pictures and words helps pupils learning English as an additional language. Teaching in the Foundation Stage is good because it is well organised with a range of stimulating activities with suitable resources that engage children very well. Day to day assessment procedures are generally good but there are occasions when comments for improvement are not followed up to ensure that pupils make progress in their learning.

Curriculum and other activities

Grade:

The curriculum is good across the school with significant strengths in art and music. Pupils have many opportunities for developing their skills in drawing, painting, singing and playing instruments that contribute to pupils' enjoyment in learning and development of self-esteem. It has a clear focus on developing basic skills in literacy, numeracy and information and communication technology (ICT), which meets the needs of its pupils effectively. ICT plays an increasingly important part in the curriculum as teachers make good use of interactive whiteboards in lessons, and pupils have opportunities to develop skills at the local City Learning Centre. The school is innovative in improving boys' writing by broadening their experience through visits, theatre and drama. Pupils with special educational needs, the gifted and talented and those for whom English is not their home language, are provided well for and so make good progress. Personal, social and health education is taught through other subjects of the curriculum but there is scope for improvement in planning so that there is systematic coverage of the subject. There is a good range of clubs and the many visits make learning real and enjoyable to pupils whilst promoting effective personal development.

Care, guidance and support

Grade:

Care, guidance and support are good. All staff have been trained in child protection and procedures are updated regularly. The good relationships between staff and pupils ensure that the pupils feel safe and well cared for at school. Pupils are taught how to keep themselves safe and to deal with difficult situations. Assemblies are used well to focus on issues such as bullying, relationships and behaviour. Pupils with learning difficulties are identified quickly and supported effectively. Parents are confident that their children are safe at school and most are happy with the progress they make. On a day to day basis, pupils are involved in assessing their own learning and progress. However, pupils are not fully involved in setting targets for their own achievement and consequently, some pupils are not aware of their targets.

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

Pupils

Thank you very much for welcoming us to your school when we visited you recently. We liked talking to you about your work and watching you learn.

These are the things we liked best about your school: * You do well in English, mathematics and science. * You sing very well in the assemblies. * You behave well and you are courteous and polite. * You take responsibilities seriously and make sure that you have a say in the school. You took part in interviewing the new head teacher. Well done! * You take part in physical activities to keep healthy. * Your teachers and the teaching assistants take good care of you and support you well in your learning. * You enjoy taking part in a range of activities outside the normal school day. * The head teacher and the other teachers work hard to make your school better.

This is what we have asked your school to do now: * The school will follow regularly how well you are doing and will ask you to decide with your teachers your next goals for learning. Thank you again for welcoming us to your school.

Yours sincerely,

Sibani Raychaudhuri

Lead Inspector