

# Park Walk Primary School

## Inspection report

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<b>Unique Reference Number</b>	100486
<b>Local Authority</b>	Kensington and Chelsea
<b>Inspection number</b>	276318
<b>Inspection dates</b>	26–27 January 2006
<b>Reporting inspector</b>	Christopher Gray

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr M Coeho Miss J Halliwell
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Park Walk King's Road Chelsea London SW10 0AY
<b>Telephone number</b>	02073528700
<b>Fax number</b>	02074606820

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school is similar in size to most primary schools. The percentage of pupils from minority ethnic backgrounds is high, as is the proportion who speak English as an additional language. Most pupils come from backgrounds that are much less favoured than those of the majority of children across the country. The percentage of pupils with learning difficulties and disabilities is high. Children's attainment on entry to school is lower than in most schools. A high number of pupils join and leave the school during a year as well as at the usual times.

## Key for inspection grades

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

\* Provide teachers with a consistent scheme of work for mathematics\* Enable teachers to make more consistent use of day-to-day assessment in planning work to meet the needs of higher attaining pupils in mathematics\* Enable coordinators to be more fully involved in the management and evaluation of their subjects

## Achievement and standards

Grade:

### Personal development and well-being

Grade:

### Quality of provision

### Teaching and learning

Grade:

Teaching and learning are satisfactory overall and good in the Foundation Stage. Teachers in the Foundation Stage make good use in their daily planning of their assessments of children's learning, enabling children to move on at the optimum pace. A focus on the development of writing is also a strong feature of teachers' work. A strength of teaching throughout the school is the range of methods that teachers use to engage pupils and so promote good behaviour. This was seen in a very good music lesson, where Year 5 pupils performed difficult drumming rhythms. Every pupil had a pair of drumsticks but the atmosphere of concentration and cooperation that the teacher had established led to a high quality of performance. The teaching of mathematics is not consistent. This is because teachers do not have enough guidance from senior management about lesson content. The work provided for higher attaining pupils is not sufficiently different from that given to average pupils in some classes, because teachers do not make enough use of daily assessment in planning what the pupils need to learn next. Consequently, these pupils do not always make as much progress as they could.

### Curriculum and other activities

Grade:

The curriculum is satisfactory with some very good features. Strengths lie in the interest which is added to learning by the frequent trips out of school and good links with outside bodies who visit the school. A good example is the link with a professional London orchestra which enthused a group of Year 5 pupils. Pupils' enjoyment of these activities is clear from displays around the school. Good provision of computer equipment is enabling pupils to develop a wide range of ICT skills. The school makes good provision for pupils' personal development and health education. However there is no common scheme of work for mathematics. Teachers have a large range of printed resources to choose from, but the quality of these is not consistent from class to class.

## **Care, guidance and support**

### **Grade:**

The quality of care and support for pupils is good. The vast majority of parents are quick to praise the school in this respect. The school has established a very positive learning environment. It liaises closely with a range of service providers to ensure good care and support for all pupils. Health and safety routines and risk assessments are very good. Child protection procedures are very thorough and are used very effectively to ensure that children with any such issues are supported fully and sensitively. As a result, pupils feel safe and secure. Pupils express confidence that they have an adult to talk to should they have the need to discuss personal matters. Support for pupils with English as an additional language, those with learning difficulties and those who arrive mid-year is good. The school has clear systems for rewarding good behaviour and achievement and pupils appreciate the systems for rewarding and celebrating their success. Pupils are assessed well in English and mathematics and understand their learning targets. These assessments are well used on a termly basis to direct support to pupils experiencing difficulties.

## **Leadership and management**

### **Grade:**

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school this week. You were very polite and friendly and we enjoyed our visit and the chance to talk to so many of you. It was also good to be able to join a number of you on 'Top Table'. Your school is a pleasant place to learn because you and the adults work so well together. You try hard in your lessons, enjoy most of them and behave well. The adults take good care of you at all times so that you feel safe and glad to be a member of the school. You know about making healthy choices in diet and exercise and you have a say in how things are run in your school.

Teachers make your lessons interesting and fun - as the Year 5 lesson we saw when some of you were practising drumming skills. There are plenty of trips out to the museums and theatres of London and many visitors to school to help you to learn. You make good progress with your reading and you use your writing skills in many subjects, such as history. In mathematics, those of you who learn the quickest do not always have work which is hard enough. We have asked the school to give teachers more suggestions for linking mathematics lessons more closely to how quickly you learn.

Your headteacher is good at her job and runs the school well. Some of her staff are new to their jobs and the head is helping them learn the skills they need for being in charge of a subject.