

# Avondale Park Primary School

## Inspection report

---

|                                |                        |
|--------------------------------|------------------------|
| <b>Unique Reference Number</b> | 100487                 |
| <b>Local Authority</b>         | Kensington and Chelsea |
| <b>Inspection number</b>       | 285812                 |
| <b>Inspection dates</b>        | 3–4 July 2007          |
| <b>Reporting inspector</b>     | Alison Thomson         |

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

---

|   |                                  |
|---|----------------------------------|
| <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                                    | 370                              |
| <b>Appropriate authority</b>              | The governing body               |
| <b>Chair</b>                              | Mrs Fiona Greenwood JP           |
| <b>Headteacher</b>                        | Mrs Catherine Blackler           |
| <b>Date of previous school inspection</b> | 5 November 2001                  |
| <b>School address</b>                     | Sirdar Road<br>London<br>W11 4EE |
| <b>Telephone number</b>                   | 020 7727 7727                    |
| <b>Fax number</b>                         | 020 7727 2993                    |

---

|                          |               |
|--------------------------|---------------|
| <b>Age group</b>         | 3–11          |
| <b>Inspection dates</b>  | 3–4 July 2007 |
| <b>Inspection number</b> | 285812        |

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Avondale Park Primary is a large school. The pupils are from a very wide range of backgrounds, reflecting the ethnic and cultural diversity of the area the school serves. There is a nursery for about 50 three-year-old children. The proportion of pupils learning English as an additional language is higher than most schools nationally. The percentages of pupils with learning difficulties or disabilities and with statements of special educational need are average. The proportion of pupils known to be eligible for free school meals is very high. A significant number of pupils join or leave during the course of the school year.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Avondale Park is a good school and pupils achieve well. The school is a harmonious, multicultural community where pupils flourish academically and socially. Most parents and pupils hold the school in high regard. One parent said, 'This is a great school that both my daughters love'. Another parent said, 'I love the school and everything about it'.

Achievement is good and standards have improved and are now just above average by the end of Year 6. This represents good progress in the light of the low attainment on entry. Children get off to a good start in the Foundation Stage, because of the good teaching, outstanding curriculum and the good care and support they get from adults.

Throughout the school, pupils' personal development is good. The majority of pupils have good relationships with teachers and are polite and courteous towards each other. Pupils understand well the importance of being healthy. They feel safe and know that their opinions and views are valued. One pupil commented, 'This is a great school'.

Pupils throughout the school do equally well, regardless of their background or ability. All pupils receive good care, support and guidance, including the many pupils who enter school throughout the year. The good quality teaching the pupils receive is reflected in the enthusiastic approach of most pupils to learning. Some pupils, however, make slower progress than expected in some lessons because of poor behaviour and because the work is not well-matched to their needs. Teaching assistants are used well to support pupils with learning difficulties and those pupils for whom English is not their first language. Pupils are encouraged to work with their teachers to evaluate their own learning but feedback to the pupils is not always thorough enough and some pupils are not clear about what they need to do to improve their work.

Strong leadership and management have meant that there is a culture of self-reflection and improvement amongst all staff, with a clear focus on teaching and learning. This has led to improvements in pupils' progress. The school monitors its provision well in many areas, but not so effectively in areas such as behaviour management. Areas of underachievement have been accurately identified and there is good evidence of initiatives to bring about improvement having a positive impact on the progress of the pupils. For example, focusing on calculations in mathematics in Years 1 and 2 has led to an improvement in progress there. Areas for improvement identified at the school's last inspection have been very successfully addressed. Governors know the school well, give it good support and are effective critical friends. The school recognises that there is still more work to be done. This is a school that is not complacent and the capacity to improve further is good.

### What the school should do to improve further

- Ensure that behaviour is consistently and effectively managed throughout the school.
- Improve the consistency of teaching and learning so that all lessons are good or better.
- Monitor policies and procedures regularly and more incisively to ensure that they are implemented consistently.

## Achievement and standards

### Grade: 2

Pupils make good progress during their time in school and this includes pupils with learning difficulties and those from minority ethnic groups. Attainment on entry to the school in the

Nursery is much lower than usual for this age group. Children make good progress in the Foundation Stage and good gains in their personal, social and emotional development. Nonetheless, by the end of the Reception year, few attain the expected goals for their age in most of the areas of learning. Although pupils make good progress in Years 1 and 2 and achieve well, standards are below average, especially in mathematics. Progress from Year 2 to Year 6 is very good. Standards at the end of Year 6 have been steadily improving over the last three years. Overall, they are now just above average when compared nationally. The school's data show that pupils who have had all of their education in the school generally achieve higher standards than new arrivals. Progress in lessons was judged to be good during the inspection.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well being are good. They enjoy school, feel they are helped to do well and most show real interest in their work. Most pupils respect the school code, understand that their actions affect others and behave well in lessons and around the school. There is, however, a significant minority of pupils whose behaviour can be challenging. They can be easily distracted in some lessons, especially when not fully motivated by interesting work, and their behaviour can interrupt the learning of others. Attendance is satisfactory but is adversely affected by the number of families who take holidays in term time. Pupils are well aware of the importance of a healthy life style and staying safe. Their moral, social and cultural development is good and spiritual development is satisfactory. They show good respect for the many cultures in their school community and have good opportunities to learn about other faiths and ways of life around the world. Pupils take pride in the responsibilities they undertake, raising funds to support charities, and they join enthusiastically in school events. Their good personal development and the progress they make in lessons equip them well for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. In most lessons teaching is well planned with interesting activities so that pupils enjoy learning and work with enthusiasm. There are good opportunities for sharing ideas and pupils do so with lively confidence. The purpose of lessons is invariably explained to the class and activities are structured for different ability groups, although not always finely tuned to the needs of all pupils. The work planned for pupils is not always sufficiently challenging and for some pupils their work is too difficult. In the best lessons teachers explore with pupils how well they have done and use this assessment to plan future lessons. Pupils are also actively encouraged to assess for themselves how well they think they have done and to ask for more help where they feel they need to. The school marking policy is consistently used but not all teachers identify succinct, clear points to help pupils produce better work. In the lessons where the behaviour of pupils was not well managed learning opportunities were lost. Learning support assistants work effectively in partnership with class teachers, ensuring that pupils with learning difficulties or English as an additional language make good progress.

## Curriculum and other activities

### Grade: 1

The curriculum is outstanding, with interesting and valuable links between subjects. For example, in Year 3, pupils' understanding of the 17th century and the and;quot;Great Fire of Londonand;quot; was extended through imaginative art work using collage. This varied programme of entitlement enriches pupils' experiences within lessons and makes an effective contribution to pupils' learning. Provision in information and communication technology (ICT) and art are particular strengths.

A significant number of pupils attend the wide range of clubs and activities available to them during and after school. As one pupil commented 'We very much like the new gardening club and I am excited about growing my pumpkin.' Pupils with learning difficulties and disabilities have complete access to all activities and are well supported to take advantage of them. The use of visits and visitors is good and pupils speak highly of these learning opportunities. Special events such as the 'jazz musicians' workshop' bring learning to life through the development of skills in music drama and dance. The school develops pupils' awareness of the outside world well, raising their aspirations and preparing them for their future lives.

## Care, guidance and support

### Grade: 2

The care guidance and support of pupils are good. Staff show a strong commitment to their support and care. Pupils feel safe and are confident to seek help when they have problems. Procedures for child protection, health and safety are well managed. Induction of new pupils is organised sensitively and their needs are assessed carefully. An extensive range of outside agencies is very well used to extend the support provided in school. Pupils' progress is regularly monitored and a range of targets is set, especially in literacy. However, not all targets are sufficiently challenging and not always precise enough to be of maximum benefit. Pupils' personal development is soundly monitored and where problems are identified, a range of supportive systems are used creatively to support individuals and groups. Guidance for pupils with learning difficulties and English as an additional language is efficiently organised and monitored so that they make good progress.

## Leadership and management

### Grade: 2

The school has moved forward considerably under the strong leadership of the headteacher and is in a good position to improve further. With the recent appointment of a very effective deputy headteacher, the headteacher has established an enthusiastic leadership management team that has vision and drive at all levels. A culture of self-reflection and common purpose has been instilled amongst all the staff. Rigorous tracking systems to check pupils' progress and evaluate teaching and learning have improved achievement in many areas. However, development planning and monitoring of policies could be more incisive. The school works extremely well in partnership with outside agencies to promote the learners' achievement and well-being. The school enjoys the support of the vast majority of parents, although a significant minority have concerns about pupils' behaviour. Governors are highly supportive, offer constructive criticism and challenge the school appropriately and effectively. Finances are well

managed. The school recognises where further improvements can be made. For example, that targets set for pupils should be more challenging.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

## Inspection judgements

|   |                       |
|---|-----------------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | <b>School Overall</b> |
|---|-----------------------|

### Overall effectiveness

|  |     |
|--|-----|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | 2   |
| How well does the school work in partnership with others to promote learners' well-being?  | 1   |
| The quality and standards in the Foundation Stage  | 2   |
| The effectiveness of the school's self-evaluation  | 2   |
| The capacity to make any necessary improvements  | 2   |
| Effective steps have been taken to promote improvement since the last inspection   | Yes |

### Achievement and standards

|  |   |
|--|---|
| <b>How well do learners achieve?</b>   | 2 |
| The standards <sup>1</sup> reached by learners   | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and disabilities make progress                              | 2 |

### Personal development and well-being

|   |   |
|---|---|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 2 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 2 |
| The behaviour of learners   | 3 |
| The attendance of learners  | 3 |
| How well learners enjoy their education   | 2 |
| The extent to which learners adopt safe practices   | 2 |
| The extent to which learners adopt healthy lifestyles   | 2 |
| The extent to which learners make a positive contribution to the community                                    | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 |

### The quality of provision

|   |   |
|---|---|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 2 |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 1 |
| <b>How well are learners cared for, guided and supported?</b>   | 2 |

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 2   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2   |
| How effectively performance is monitored, evaluated and improved to meet challenging targets   | 2   |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 2   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 2   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 2   |
| Do procedures for safeguarding learners meet current government requirements?  | Yes |
| Does this school require special measures?   | No  |
| Does this school require a notice to improve?  | No  |

## Text from letter to pupils explaining the findings of the inspection

16 July 2007

Dear Pupils

Inspection of Avondale Park Primary School, London, W11 4EE

Thank you very much for welcoming us into your school. We enjoyed talking to you and seeing all the interesting work that you do. You said that your school is a good school and we agree with you.

Here are some of the things that we liked best.

- You enjoy school and you learn in a happy environment.
- Your school provides you with interesting and varied opportunities to learn, such as school visits.
- You are developing good academic and personal skills that will enable you to have a successful adult life.
- You know how to stay healthy by eating the right food, drinking water regularly and by taking plenty of exercise.
- Adults in school ensure that you are safe and well cared for.
- Your headteacher and staff have improved the school and are always trying to make it better.

Here are some of the things that we think could be better.

- Some of you need to behave better and respect others in class and in the playground. Some of you need to be quiet and listen more carefully when the teacher is talking or when another pupil is answering a question.
- The teaching should be consistently good or better in all your classes.
- Your teachers could check more carefully how well their ideas for making your school better are working.

We enjoyed our visit to your school. Thank you once again.

Best wishes for the future

Alison Thomson Lead inspector