

Addison Primary School

Inspection report

Unique Reference Number	100321
Local Authority	Hammersmith and Fulham
Inspection number	323257
Inspection dates	29–30 September 2008
Reporting inspector	Peter Thrusell

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	398
Government funded early education provision for children aged 3 to the end of the EYFS	71
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Ms Letitia Stenning
Headteacher	Mr Peter Dunmall
Date of previous school inspection	27 April 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Addison Gardens Blythe Road London W14 0DT
Telephone number	020 7603 5333
Fax number	020 7605 7800

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average primary school with a nursery. A higher than average proportion of pupils is known to be eligible for free school meals. The pupils come from many different ethnic backgrounds. About half of the pupils have a home language other than English. About a fifth are refugees or asylum seekers. A higher than average proportion of pupils leave or join the school beyond the normal starting points. The school has a history of high staff turnover and the headteacher and deputy have been in post for just over two years. The school has the Basic Skills Quality Mark, an Activemark and Healthy Schools status. There is an after school club on the site. This is run by an independent provider.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Addison Primary is a good school. The headteacher and deputy provide very good leadership. They have a clear vision for the school and are committed to bringing about improvements. This can be seen in the improvements in achievement and standards over the last two years, following several years of decline. It is also shown in the alterations being made to the buildings to provide a greatly improved and up-to-date learning environment. A parent commented, 'Since the new headteacher and deputy have arrived, the school has been continuously improving.' Staff, including those who have recently joined, appreciate the support and encouragement they are given. Rigorous monitoring of lessons has raised the quality of teaching and learning to good, and is ensuring that the school maintains this quality. Teachers work well together as teams in Early Years Foundation Stage (EYFS), Years 1 to 3 and Years 4 to 6. However, the school recognises that the leaders of these teams, and of subjects, need to take on greater responsibility for their roles and the developments that are taking place, especially with regard to monitoring and reviewing pupil progress.

From much lower than expected starting points in the Nursery, children make good progress throughout the school. At the end of Year 6, standards are now average in English, mathematics and science. Action to raise achievement and standards, particularly in writing, mathematics and science are proving effective. There is now a more structured approach to writing, with regular assessment to identify development points. Real experiences, such as the visit to Hammersmith Bridge or researching the lives of famous people, are helping pupils to develop their ideas and vocabulary and to write for a purpose. In mathematics a focus on problem solving and investigation are adding interest to pupils' learning and providing them with more opportunities to reason and think for themselves.

The school tracks and records progress carefully and provides additional support where pupils are not doing as well as expected. Teachers have this information and are using it to plan work at an appropriate level for pupils. However, this practice is inconsistent. Consequently, work is at times too easy for some or too difficult for others, so that progress is slowed. Pupils have opportunities to discuss their work on a one-to-one basis with teachers. However, teachers give insufficiently clear guidance as to what is the next step in pupils' learning, either when setting learning targets or in marking. Consequently, pupils are not fully aware of how well they are doing or how they could improve their work. This is hindering the school's drive to encourage pupils to be more independent and to take greater responsibility for their learning.

Pupils generally behave well in lessons and have positive attitudes to learning. Behaviour out of the classroom has improved considerably. Nevertheless, where supervision lacks a consistency of approach, some pupils are not always well behaved or fully aware of the consequences of their actions concerning their own and others' safety. Some parents express concern about poor behaviour at lunchtime. There are now improved playground facilities, with more for pupils to do. Inspectors found that better supervision, which supports and encourages pupils in their play, is reducing poor behaviour at this time. Pupils respond well to the wide range of opportunities for sport. They are proud of their new school kitchen and the hot, nutritious lunches are proving very popular. One pupil commented, 'I like school dinners because they give me energy.' As a result, pupils are well aware of the importance of healthy lifestyles.

The school has many good links with the local community that enable pupils to become aware of the variety of life around them. Some parents are concerned that the school does not take

enough account of their views. Nevertheless, the school provides many opportunities for parents to become involved in their children's learning and the life and work of the school. A very well attended meeting to discuss the core values promoted by the school stressed this partnership with parents.

Given the school's accurate self-assessment, its vision for improved provision and the success of its recent actions, it has a good capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children get off to a good start in the EYFS. They enter the Nursery with standards much lower than those expected for their age, particularly in language and communication skills. Children make good progress, especially in communication, language and literacy, and most leave Reception, working well within the goals expected for their age. Overall, however, children are below the expected level in numeracy. The school is taking action to address these areas which is yet to show full impact. Personal and social development is particularly good and this contributes positively to children's progress. Children from a wide variety of backgrounds work and play happily together and thoroughly enjoy school. They are well supported in their learning and development. Leadership of the EYFS is satisfactory, but nevertheless ensures that teachers and assistants work well as a team. Staff assess children's progress methodically, providing a good overview of their development. This means that activities are well-planned to meet the needs of all abilities. These keep children well engaged in their learning, both when directed in groups and when working and playing independently. There are good procedures to support children entering the Nursery or Reception and when moving into Year 1, and consequently they settle quickly into their new surroundings. The EYFS area provides a secure, safe and well-resourced environment. It is currently being remodelled and developed extensively in order to further improve the provision. This includes better outdoor accommodation and the integration of the two Nursery classes in a new open plan area.

What the school should do to improve further

- Develop the roles and responsibilities of team and subject leaders, particularly with regard to monitoring and reviewing progress.
- Ensure that teachers make fuller use of the information they have on how well pupils are doing to plan an appropriate level of work for all and to keep pupils themselves aware of their progress.

Achievement and standards

Grade: 2

Pupils make good progress. Assessments over the last two years show that, in the past, pupils, especially older ones, were left with considerable lost ground to make up in their learning, particularly in writing, mathematics and science. Actions taken, such as more investigations in science have brought improvements. Standards by the end of Year 2 have risen from below average in 2007 and are now above average in reading and average in writing and mathematics. Assessment data shows that Year 6 pupils have been able to attain average standards. In 2007, they were below average. Well-focused action and the careful monitoring of progress throughout the school have contributed to these improvements and accelerated the progress of the majority of pupils. They are also helping to ensure that boys and girls, those with moderate learning difficulties or with English as an additional language, and the different groups represented in

the school, make similar progress. Good induction procedures for pupils joining the school beyond the normal starting points ensure that they settle quickly and do as well as others.

Personal development and well-being

Grade: 3

Pupils' personal development, including their spiritual, moral and social development, is satisfactory. The many opportunities for children to learn about and appreciate the different cultures represented in the school ensure their good cultural development. They particularly benefit from special occasions, such as the storyteller for the Eid celebrations, and from events such as 'Black history month'. Pupils say they enjoy coming to school. Attendance levels are satisfactory. Behaviour overall is satisfactory although improving through better supervision around school. The school recognises that there are not yet enough opportunities to encourage pupils to work cooperatively and collaboratively in lessons. To an extent, this restricts pupils being able to manage their own behaviour and to learn independently. Pupils feel the school is a secure place, and develop a good sense of community through a range of fundraising activities and visits from members of the local community. The school council enables pupils to contribute to school improvements. One pupil commented, 'We improved our kitchen, and now it is brand new.' Pupils are adequately equipped in the basic academic and personal skills, necessary for their future life and learning.

Quality of provision

Teaching and learning

Grade: 2

Lessons are planned and prepared well. Teachers work closely together on this, sharing expertise and experience and supporting new staff. They establish good relationships with pupils. This helps to create a pleasant learning environment in which pupils want to do their best. Pupils are generally managed well and they work hard. Teachers use information and communication technology (ICT) well to introduce lessons and to engage pupils' interest. There are good examples of the use of assessment to plan work that matches pupils' differing needs. However, pupils' progress slows where this is not the case. Questioning is used well by teachers to develop pupils' understanding and ideas. Teaching assistants generally support groups of pupils well and check individual progress. Occasionally, however, their time is not used fully enough to question and discuss work with the group they are supporting.

Curriculum and other activities

Grade: 2

The curriculum provides well-planned and relevant opportunities that support pupils' academic and personal development. Links are developing between subjects that make learning more creative and purposeful. For example, pupils learn well about healthy living through science and physical education. The school recognises that it has more to do in this area, especially through the application of ICT skills to support learning in different subjects. An emphasis on shared values in personal and social education is encouraging pupils to consider the importance of their behaviour and to take responsibility for their actions. The curriculum is well enriched. Music is a particular strength with opportunities for all pupils to develop their talents. There is a very popular drumming club for pupils. A good range of popular clubs and activities offer

additional opportunities for pupils to develop their creative and social skills. Themed weeks, for example Arts Week, further enliven pupils' learning.

Care, guidance and support

Grade: 3

Policies and procedures are in place to protect pupils and all staff are familiar with these. Pupils are confident in knowing that there are adults in whom they can confide. Vulnerable pupils and those with specific learning difficulties are identified at an early stage and effective measures taken to support their particular needs. Their progress is carefully monitored and, due to targeted intervention programmes, they achieve as well as other pupils. Outside agencies provide good advice and support. For example, training was provided for an assistant to effectively support pupils with speech, language and communication difficulties. Pupils at the early stages of learning English are supported well by teachers and teaching assistants. Their needs are assessed and further help given where necessary. Although pupils' work and progress are monitored on a regular basis, they are not given sufficient guidance on their learning and how well they are doing.

Leadership and management

Grade: 2

The school is accurate in its self-evaluation and appropriate areas for improvement are identified and tackled well. As a result, actions to raise achievement and standards are proving effective. The headteacher and deputy provide strong leadership for these actions, but recognise that other leaders have a greater part to play in planning and managing improvements in their particular areas and overseeing progress. Teaching and learning have improved through regular monitoring. Development points are identified through classroom observations, and support and additional training opportunities provided. Regular progress meetings, linked to performance management, ensure that teachers are accountable for the progress pupils make. Governors have an adequate knowledge and understanding of the school and its strengths and areas for development, and are starting to question the school on its performance.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	3
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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	3
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

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

13 October 2008

Dear Pupils

Inspection of Addison Primary School, London, W14 0DT

I am writing to let you know what we found when we visited your school. Thank you for taking part in the inspection. We spoke with some of you during our visit and you were always interesting to talk to, very polite and helpful. You spoke very enthusiastically about enjoying school and all of the things in which you take part. Addison Primary is a good school.

We liked these things the most.

- Children get a good start to school in Nursery and Reception.
- You work hard in your lessons.
- The school makes sure that you are safe and well looked after.
- Children who find learning difficult and those of you who are new to speaking English are well supported.
- You enjoy school and are all keen to keep fit and eat the right things. The hot meals at lunchtime are delicious.
- You have lots of exciting events and many school clubs.
- You are keen to take on responsibilities.
- Your headteacher and deputy are doing a very good job.

We have asked the school to work on the following things now.

- Some of your teachers have responsibilities for different areas of the school's work. They must check more regularly that everything in school continues to get even better.
- The school looks carefully at how well you are doing in lessons. It must use this information more to plan work that is just right for each one of you, neither too easy nor too hard. This will help you all to make the best progress possible. The teachers also need to use this information make you aware of how well you are doing and how you could do even better.

We did enjoy visiting your school and watching you learn.

Yours sincerely

Peter Thrussell

Lead Inspector