

# 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>	323287
<b>Inspection dates</b>	17–18 June 2009
<b>Reporting inspector</b>	Glynis Bradley-Peat

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.

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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 (total)	217
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mike Coelho
<b>Headteacher</b>	Miss Jayne Halliwell
<b>Date of previous school inspection</b>	26 January 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Park Walk King's Road Chelsea London SW10 0AY
<b>Telephone number</b>	020 7352 8700
<b>Fax number</b>	020 7460 6820

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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 of average size. The vast majority of pupils come from a variety of minority ethnic backgrounds. Over two thirds of pupils have English as an additional language. The proportion of pupils eligible for free school meals is much higher than usually found. The proportion of pupils with learning difficulties and/or disabilities is above average, although the percentage with a statement of special educational need is below average. Pupils' difficulties relate mainly to specific learning difficulties, behavioural difficulties, or speech and language difficulties. The proportion of pupils who join or leave the school other than at the usual times is very high. The school has gained a number of awards including National Healthy School Status and Activemark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Park Walk is a good and improving school where most parents support and praise the work the school does. One wrote, 'The headteacher makes the parents feel valued and makes Park Walk a friendly and safe place for the children to be: a wonderful school.' Inspection evidence agrees that the highly professional headteacher and her talented leadership team work hard to ensure that pupils make good progress and reach just above average standards overall. Standards in information and communication technology are well above average and in art are high. The school has made good improvement since the time of the last inspection. Successful strategies have been put in place to raise standards in mathematics, including a clear scheme of work, and to challenge more-able pupils effectively. Subject coordinators are increasingly taking responsibility for their areas, although some are new so their impact has yet to be felt fully.

Some areas of the school's work are outstanding. The exemplary curriculum contributes exceptionally well to the progress pupils make and to their personal development and well-being. The school passionately believes in teaching pupils values for life and this forms part of an innovative approach which develops creativity, confidence, independence and collaboration. There are examples of exemplary teaching in some year groups and, here, pupils make excellent progress in their learning. For example, in an outstanding Year 6 mathematics lesson where pupils busily investigated a problem about profit, the joy and total engagement of the pupils reflected the boundless enthusiasm of the teacher. However, the quality of teaching and pupils' achievement are good overall because teaching is variable and progress is uneven across year groups.

The school promotes community cohesion exceptionally well. It analyses the needs of its community and, for instance, develops specific projects to address and support the needs of particular groups of parents who are then more able to help their children at home. The school has developed many effective partnership links which enhance its relationships with the local and wider community. A curriculum project with a school in the north of the United Kingdom has enabled the pupils to experience what a school is like in a contrasting location to their own. An annual 'international evening' involves all nationalities in a celebration of the diversity yet cohesiveness of the school, local and world community. Local businesses and educational institutions contribute well to pupils' well-being and learning through particular projects. Through its close links with partner secondary schools, Park Walk ensures that when it is time for pupils to transfer to their next school, they are well prepared and confident.

A group of pupils whose attendance is unsatisfactory adversely affects overall attendance figures. Steps being taken by the school to combat holidays being taken in term time have not been successful in bringing about improvement.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

The school has developed good systems for assessing children on entry to the Nursery. These show their skills to be exceptionally low overall when compared with those expected of most three-year-olds. This is particularly the case in language and literacy and in personal and social development. A high percentage of children enter school with little or no English. However, because the school helps children to settle into their new surroundings quickly, they rapidly begin to make good progress. Staff know the children thoroughly and teach them well. Children

are offered many interesting and stimulating activities in which to participate because the curriculum is well planned. Rich provision for learning both indoors and outdoors is supported and recorded with the use of photographs. Staff make regular observations of children's progress to ensure that tasks are well matched to their abilities, and children are encouraged to select their own materials for learning. This results in confident, independent children whose skills, knowledge and understanding of the world grows quickly. The learning opportunities are practical and open-ended to support all the children and ensure children for whom English is an additional language are given constant opportunities to develop their language. Leadership of the Early Years Foundation Stage is good and through its self-evaluation the school has identified appropriate areas for development.

### **What the school should do to improve further**

- Improve attendance through developing more effective strategies to combat poor attendance and families taking holidays in term time.
- Ensure that all teaching matches that of the best so that pupils make consistently good progress across all year groups.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement is good. Children begin school with exceptionally low skills and, by the time they begin Year 1, many have reached the goals expected of them. Historically, by the end of Year 2, standards have been considerably below average in reading and mathematics and exceptionally low in writing. However, because of the success of the school's strategies, its own tracking data show standards in mathematics and writing have risen in 2009. Teacher assessments show writing to be broadly average, and mathematics and reading to be below average, but a good improvement on previous years. Considering the starting points of many pupils, this represents good progress. Increasing numbers of pupils are reaching the higher levels of attainment. Throughout Years 3 to 6 pupils continue to achieve well. Although progress is variable between year groups, the rate of pupils' overall progress in 2008 was among the top 18% of schools nationally. Standards by the end of Year 6 were broadly average in mathematics and science and well above average in English. The school has set itself demanding targets and its own tracking data and inspection findings indicate that pupils are on course to meet them in this year's national tests. Pupils reach well above average standards in information and communication technology and artwork is exceptional. Pupils with specific learning difficulties and behavioural difficulties, and those with English as an additional language, achieve well.

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

### **Grade: 1**

Personal development and well-being are outstanding. Pupils become confident young people, caring and perceptive of the needs of others. Their enjoyment of school provides the foundation for their good achievement and they gain a good range of skills to help them succeed in the future. Pupils are proud of the very active part they play in helping make the school a success. The school has embraced the advantages of developing further pupils' sense of responsibility and independence by forming an effective school council. Members of the council engage in serious discussion, for example on how to encourage their friends to be healthier through improving their diets, and how to improve fitness through exercise. Pupils' attention to this is testament to the school being awarded Healthy School status and the Activemark. The school

council visits the Mayor's Parlour annually to see how local government affects the community and has petitioned successfully about local traffic hazards. Pupils have formed excellent relationships with businesses and other institutions in their local community, resulting in much successful charity and project work.

Pupils' spiritual, moral, social and cultural development is excellent, as seen in the consideration and care many pupils show each other and adults. Overall, pupils' behaviour is good, although a few pupils occasionally exhibit boisterous behaviour. The behaviour policy is effective and increasingly ensures that pupils know when they have overstepped the mark. Attendance has declined this year, partly because of two 'epidemics' of illness, but also because some parents take their children from school for extended periods during term time, despite strenuous efforts by the school to discourage this. Accordingly, this slows pupils' progress.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good overall, although the quality of teaching is variable across year groups. The school recognises this to be the case and is putting strategies in place to ensure greater consistency. Typically, teachers are knowledgeable and classrooms are well ordered and calm. In most lessons pupils experience a variety of approaches and this helps to sustain their interest, so that they quickly acquire new knowledge and skills. Pupils learn best when the teaching is lively and tasks and concepts are clearly explained. Carefully designed activities challenge the pupils to learn at a good pace. Pupils are very clear about their subject targets and teachers support pupils well to reach their goals. Teachers take time to plan lessons carefully and use questions well to check pupils' understanding and to make them think more carefully. As a result, pupils develop the ability to think for themselves and work more independently. Many teachers attend closely to the needs of individuals and use a variety of activities to suit the different learning styles and abilities of their pupils. However, the work in some lessons does not always challenge more-able learners as effectively as it should.

### **Curriculum and other activities**

#### **Grade: 1**

The outstanding curriculum contributes much to pupils' personal development and well-being. Curriculum plans are comprehensive and are continually refined to achieve maximum effect. Planning caters very well for pupils' needs and the curriculum has many strengths. Excellent artwork is displayed around the school: particularly impressive were the watercolours, 'underwater colours', painted by Year 6. Another strength is the creative, cross-curricular approach to many areas of learning. Year 2 pupils participated in an exceptional project called 'Having a Ball'. This cleverly linked a narrative literacy unit with a science unit and ensured that pupils contributed to the school community through the planning of their own 'ball' for charity. Pupils excitedly designed a new shoe for Cinderella and used learning in science to inform their choice of materials.

Opportunities to participate in unusual extra-curricular clubs are excellent and pupils take full advantage of these. For example, Arabic, archery, capoeira, art, cookery and a wide range of sport and other clubs enhance pupils' enjoyment of school. The pupils speak with enthusiasm about the many visits and visitors available to them in the school. Some spoke at length about their visits to the Houses of Parliament. The school has highly successful links with a local

football club, and students from a nearby university enrich pupils' learning in science and act as positive role models for higher education.

## **Care, guidance and support**

### **Grade: 1**

Outstanding care, guidance and support enable pupils successfully to overcome the barriers to learning many would otherwise face because of language or learning difficulties or issues in their personal lives. As a result, pupils respond to staff, including the headteacher, with affection and gratitude. Pupils know that they can rely on the staff for help when they need it. The overwhelming majority of parents are very pleased with the levels of support and care their children receive. In the words of one parent, 'I think that the school is fantastic: I can meet with the teachers on demand and they answer all my questions.' Parents very much appreciate the way the school supports families when difficulties arise. Links with external agencies and other schools are strong and safeguarding procedures are robust. The school is dedicated to the welfare and well-being of its pupils, employing additional specialist support staff to provide them with many opportunities to flourish and develop. The high standard of assessment procedures and effective marking and feedback by teachers mean that pupils are very well informed about what they need to do to improve their work. The school's excellent tracking systems are used well to identify pupils' learning needs and to provide extra support to prevent underachievement.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good and, together with the hard work and commitment of the staff, ensure that the school is improving. The senior leadership team leads the school effectively through a partnership approach to school management where everyone has a contribution to make. Middle managers are beginning to take more responsibility for their areas and this has generated a staff committed to school improvement. Leaders have an accurate picture of strengths and areas for development throughout the school. Rigorous monitoring of teaching and learning ensures that senior leaders are well informed about the training needs of teachers, which ensures that teaching improves. The headteacher and her deputy headteacher have a strong working partnership and are committed to developing the potential of all the staff. Governance is good and governors are well informed and highly supportive of the school. They are becoming more effective critical friends and provide a good standard of challenge. The school has improved steadily since the time of the last inspection and has good capacity for further improvement. This is because the headteacher is ably supported by staff who share the same vision, ambition and determination to improve.

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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?	1
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?	1
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?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
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

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
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 learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## 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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
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

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

02 July 2009

Dear Pupils

Inspection of Park Walk Primary School, London, SW10 0AY

Thank you very much for the warm welcome you gave us when we visited your school recently. We found that Park Walk is a good school which is getting better every day.

My colleague was very honoured to be invited to the 'top table' to eat lunch with some of you. What great ambassadors you were for your school. Well done! We were pleased to hear about all the wonderful clubs you can attend, some of them are most unusual. The school council is particularly effective and it was good to hear that you campaign for the safety of your fellow pupils in the local area. This is highly commendable.

We would like to congratulate some of you whose beautiful artwork is displayed around the school, especially those of you who painted the underwater scenes of the fish. They were really lovely. We also particularly liked the work some of you did when you were in Year 2 called 'Having a Ball'. It looked to be great fun and you learnt such a lot. Your teachers teach you well and plan lots of interesting things for you to do in your lessons. Most of you work hard so that you make good progress and achieve well. Your teachers make sure you know how to improve your work and you all know your targets, which is very impressive.

Your headteacher and her deputy headteacher work very hard to ensure that you receive a good education, but even in a school like yours there are always things to be done. You can help with these, too. Some of you do not always attend school when you could because your parents take you away on long holidays in term time. This shows up in the school's attendance figures, which need to be better. So always come to school whenever you can. We have also asked your headteacher to make sure that every class receives teaching that is as good as that seen in the best.

Thank you for making our two days at your school pleasant and very interesting.

Yours faithfully

Glynis Bradley-Peat

Lead Inspector