

# Avondale Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	100487
<b>Local Authority</b>	Kensington and Chelsea
<b>Inspection number</b>	335553
<b>Inspection dates</b>	4–5 March 2010
<b>Reporting inspector</b>	Sarah McDermott

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 of pupils on the school roll</b>	374
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fiona Greenwood
<b>Headteacher</b>	Catherine Blackler
<b>Date of previous school inspection</b>	3 July 2007
<b>School address</b>	Sirdar Road London W11 4EE
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## Introduction

This inspection was carried out by three additional inspectors. The team observed 18 teachers teaching 23 lessons, which represents 65% of the possible time available for lesson observations. The inspectors held meetings with the headteacher, governors, staff and groups of pupils. They scrutinised pupils' work and looked at the data the school had collected on pupils' academic progress and attendance. They also looked at the school development plan, investigated procedures for keeping pupils safe and analysed pupil, staff and 122 parent and carer questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether pupils were making sufficient learning and progress in English
- the progress of the more able pupils in comparison to other groups of pupils
- attendance rates
- the effectiveness and accountability of senior leaders and managers in driving improvement in teaching and learning.

## Information about the school

Avondale Park Primary, located between Shepherds Bush and Holland Park, is larger than most primary schools. A large majority of pupils are eligible for free school meals. Most pupils are from minority ethnic groups and a large majority speak a language other than English at home. The proportion of pupils who need extra help, because they learn more slowly or need support with their behaviour, is above that found in most primary schools. The Early Years Foundation Stage, comprising two Nursery and two Reception classes, is accommodated in the main building. The school runs a breakfast club. The after-school club that uses the school premises is run by the local authority and will be inspected separately. The school has gained the Healthy Schools award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Avondale Park Primary is a satisfactory school where pupils are safe, healthy and behave well. The school is working particularly effectively to encourage parents and carers to share in their children's learning. In return, parents and carers are very appreciative of all the school does for them and their children. One mother commented, 'I really like the fact that the school wants parents to be involved in school life and seems to put a lot of effort into making this happen.' Since the last inspection, the school has taken great strides in improving pupils' behaviour. Effective partnerships with a wide range of outside agencies are helping the school to support pupils who have specific learning needs and those who find it difficult to behave appropriately. As a result, learning in classrooms is rarely disrupted.

A genuine community feel pervades the school. Pupils come from a wide range of ethnic and religious backgrounds and speak many home languages. Nevertheless, pupils get on very well with each other and take a real pride in their school. The headteacher and her staff carefully monitor the different groups within school and ensure no one is left out of any activity in which they want to participate. The curriculum in lessons and after school is lively and engaging, giving pupils experiences they might not otherwise have. Pupils proudly showed the inspectors their Growing Zone, all ready for planting once the warm weather arrives, and spoke with animation about the 'living eggs' hatching in time for Easter. All this points to the spiritual, moral, social and cultural development of the pupils being good.

Pupils make satisfactory progress overall in their learning. In 2009, they made good progress in mathematics and science and reached broadly average standards, but results in writing were low, indicating that pupils had not made the progress expected of them in English. Pupils with special educational needs and/or disabilities make good progress because the school has built up good expertise in finding just the right level of work and support for optimum learning. However, more able pupils are not progressing at a similar rate. Some teachers expect all pupils to follow the same instructions in lessons and do not plan activities that allow more able pupils to forge ahead. Teachers are building up a useful bank of assessment data, but not all are using it sufficiently effectively to match different activities to individual pupils' need. The headteacher and her senior leadership team have identified how lessons can be adapted to promote writing more comprehensively, but currently the impact is uneven. Middle managers do not spend enough time observing learning so that they can give informed advice to their colleagues on stretching the more able pupils and extending writing into subjects other than English. The school is implementing plans to address this. Improvement in mathematics and science attainment demonstrates that leaders and managers can

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successfully raise standards. With several new, enthusiastic middle managers, the capacity for sustained improvement is satisfactory.

**What does the school need to do to improve further?**

- Raise attainment and achievement in writing by ensuring all pupils have plenty of opportunities to write in depth and at length across subjects and for a range of audiences.
- Improve the consistency of teaching and learning to the good quality evident in some classrooms by making sure teachers use day-to-day assessment information to match the activities to the individual needs of pupils, in particular for the more able.
- Develop the roles of the middle managers so they are confident in evaluating how pupils are progressing and take full accountability for attainment and achievement.

**Outcomes for individuals and groups of pupils****3**

Pupils arrive with a lively step in the morning and look forward to meeting their friends and staff. The quality of the pupils' learning varies between lessons and they achieve satisfactorily overall. Pupils understand the clear routines, meaning little time is lost in moving from one activity to another. Pupils with special educational needs and/or disabilities learn well because they enjoy set tasks and make the most of the expert support from teaching assistants. More able pupils sometimes rush into their tasks without thoroughly checking that they understand what to do. On occasion, when they are set the same work as others, their pace of learning falters and they do not make as much progress as they should. Pupils work together well in lessons to boost their learning. In a good science lesson in Year 6, pupils collaborated very effectively in coming to a group decision on what scientific questions to ask to refine their understanding. They are growing in their ability to evaluate how they are doing, through marking their own exercises or checking their classmates' work. For the most part, pupils take heed of teacher's comments in marking, but on occasion do not follow up the suggestions for extra tasks to improve further.

Pupils know how to keep themselves safe by handling resources sensibly in lessons. Although a few boys can be boisterous out at play, pupils know which adults to ask to calm things down. One pupil told us, 'I like my teacher ' she helps me when I'm stuck, angry or sad and comes to talk to me.' Behaviour in lessons is often exemplary. Pupils are knowledgeable on how to lead healthy lives. A great many walk to school and a good number eat the well-balanced school lunches. Pupils contribute well to school life. The head boy and head girl were excellent ambassadors in showing the inspectors around the site on arrival. The school council is looking forward to taking a bigger role in running its own meetings. Pupils are clearly learning the importance of contributing to local neighbourhood decisions by giving their views to the local authority on the development of the adjacent park. Following concerted and successful efforts from the office staff, helped by their effective links with the education welfare officer, attendance

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rates have improved and are broadly average. Together with expected skills in reading and numeracy, improving writing competence and a good sense of community, pupils are satisfactorily prepared to move on to secondary school.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teachers set a solid foundation of good relationships on which to build effective learning. One pupil commented, 'The teachers are helpful, funny and caring.' They are well organised and ensure all resources are at hand for a prompt start to learning. They make particularly good use of the interactive whiteboards to extend their teaching styles and enliven learning. Lessons generally move on at a good pace, because teachers frequently interject with comments such as, 'you've got two minutes' settling down time and then 20 minutes' writing time.' The quality of teaching varies because not all teachers are yet confident in matching activities to the individual needs of pupils. Some teachers carefully ensure pupils progress at the rate that suits them best, as in a good English lesson when those pupils with a penchant for writing could extend their descriptive powers well while less able pupils progressed positively with extra support

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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from adults. Other teachers tend to expect all pupils to follow the same plan, instead of allowing the more able to, for example, skip the introduction if they already know what to do. Marking is thorough and constructive.

Teachers plan activities and outings that excite the pupils and encourage them to find out more. One pupil exclaimed, 'The school puts on great activities!' Spanish lessons are popular and many pupils look forward to the residential trip to the Isle of Wight. Links with a Dorset school are extending pupils' knowledge of ways of life in other parts of the United Kingdom. The good promotion of personal, social and health education in and out of lessons results in sensible pupils, well informed about safe and healthy lifestyles. Already some teachers are threading the chance for pupils to do more writing into a wider range of lessons, but there is still scope for writing to have a higher profile in the curriculum. The school looks after its pupils well. It has the care of its vulnerable pupils very much at heart, working very effectively with outside agencies for expert guidance. The breakfast club is a safe environment giving pupils a good start to the day.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher is the constant, driving force behind school improvement. Despite many senior and middle managers changing over the recent years, the new team is enthusiastic and already helping the headteacher to move the school further forward. The school development plan clearly identifies that attainment in writing needs to improve. Several senior and middle managers are excellent practitioners. However, their colleagues do not all have sufficient opportunity to watch them teach and so improve their teaching practice. The school has developed a good system to collect data on the progress of individual pupils. Middle managers are starting to access this data to identify general trends, but are not yet all confident in evaluating progress to inform next steps in improving performance in the particular subject they are leading.

Governors give good support to the school through visits and involvement in school events. With the recent setting up of a curriculum and standards committee, they are now beginning to put more of a focus on challenging the rate of pupils' learning. Safeguarding procedures are satisfactory and meet all legal requirements. The school takes great care in preparing for every eventuality when taking pupils out on trips. It is now making sure that it assesses all possible risks linked to lessons such as physical education and design and technology.

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The school provides plenty of good quality information to parents and carers. It makes a positive effort to reach out to the many cultures and backgrounds represented. A recent Albanian story-telling session proved very popular with families and children. One parent told inspectors, 'I love the fact that we are a multilingual school and everyone is treated the same,' reinforcing the judgement that there is no discrimination. Pupils have equal opportunities to participate in activities and the school is already improving the chances of the more able to make the most of their learning. The headteacher and her staff have a very clear idea of how groups of pupils from different ethnic, religious and social backgrounds are progressing. They encourage pupils to appreciate each other's differences and to enjoy the art and culture of the United Kingdom.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children make satisfactory progress during their time in the Early Years Foundation Stage. Teachers and assistants are very welcoming to newcomers and soon children are settled in and getting on well with their classmates. Children learn to share, take turns and behave appropriately in different situations, making good progress in their personal development. Many children speak very little English when they start, but with careful attention, they make satisfactory progress in picking up basic language skills. By the time they move on to Year 1, many are still not at the expected levels for communication, language and literacy. Generally, boys do not make as much progress in their learning as girls. They develop physical skills well and already staff are thinking of similar exciting physical activities to engage boys better in other learning areas.

Activities inside help children make expected progress in all areas of learning because



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they are stimulating and attractive. However, resources outside are not set out with the same careful preparation for positive learning. Staff keep accurate information on the needs of each child. The 'All About Me' folders let children and their parents and carers share in the child's progress and achievements. On occasion, staff can over-direct children and hamper their ability to explore and find out things on their own. Satisfactory leadership and management are putting an appropriate focus on improving the learning and progress of the children.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

The overwhelming majority of parents and carers who returned questionnaires agree that their children are happy, safe and healthy when at school. This is confirmed by the inspection team. A few parents and carers are concerned that their children are not making the right progress at school. The inspection team judges that most pupils make the required progress and those with additional learning needs make good progress. However, the team does agree that some of the more able pupils are not making as much progress as their peers. A very small minority of parents and carers feel that misbehaviour is not managed effectively. The inspectors judge that behaviour is good because it is managed well. The inspection team does not concur with parents and carers who feel that they are not receiving sufficient information to enable them to help with their children's learning. The school is including parents and carers very well in all aspects of school life and in their children's learning.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Avondale Park Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 122 completed questionnaires by the end of the on-site inspection. In total, there are 374 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	56	50	41	2	2	2	2
The school keeps my child safe	57	47	62	51	2	2	1	1
The school informs me about my child's progress	38	31	70	57	7	6	2	2
My child is making enough progress at this school	40	33	67	55	10	8	1	1
The teaching is good at this school	54	44	62	51	2	2	1	1
The school helps me to support my child's learning	48	39	57	47	15	12	0	0
The school helps my child to have a healthy lifestyle	43	35	71	58	3	2	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	35	29	67	55	6	5	0	0
The school meets my child's particular needs	37	30	68	56	8	7	0	0
The school deals effectively with unacceptable behaviour	40	33	63	52	11	9	3	2
The school takes account of my suggestions and concerns	32	26	70	57	13	11	0	0
The school is led and managed effectively	48	39	68	56	4	3	0	0
Overall, I am happy with my child's experience at this school	46	38	69	57	5	4	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



8 March 2010

Dear Pupils

Inspection of Avondale Park Primary School, London W11 4EE

Thank you very much for welcoming us to your school. We particularly like the way children with many different religions and from a wide range of backgrounds get on so well together. Most of you behave very well and we know teachers are helping the few of you who find it difficult to behave properly to do your best. We are impressed with your knowledge of leading healthy lives through your sport and sensible eating. Many of you have very few days off school and we hope you will all continue to improve your attendance. You look after your school and its local community well, whether by taking on responsibilities or giving your views on the development of Avondale Park.

You make good progress in mathematics and science, but less in English. Your teachers agree with us that writing standards are not as high as they should be. Teaching is satisfactory because lessons are well organised and you know what you should learn. However, we have asked teachers to make sure the work you do in lessons is just the right level for each of you ' not too hard and not too easy. Your headteacher and her team of senior teachers lead the school satisfactorily. They know what needs improving, have already improved your mathematics learning and now are concentrating on improving writing.

To make your education better, I have asked your school to do three things:

- improve your writing by giving you plenty of exciting opportunities to write
- make sure all teaching is at least good by checking that work set is just right for you so that you can make good progress in your learning
- make sure senior leaders visit your lessons more often to see how you are all getting on.

We thoroughly enjoyed our visit to your school. We know that your teachers make your school a very special place for you. You can do your bit by continuing to do your best in your learning and maintaining the lovely community feel at Avondale Park Primary.

Yours sincerely

Sarah McDermott

Lead inspector

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