

Grand Avenue Primary and Nursery School

Inspection report

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| Unique Reference Number | 102580 |
| Local Authority | Kingston upon Thames |
| Inspection number | 355214 |
| Inspection dates | 7–8 July 2011 |
| Reporting inspector | Robin Gaff |

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

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 495 |
| Appropriate authority | The governing body |
| Chair | Judith Leaning |
| Headteacher | Margaret Barrington |
| Date of previous school inspection | 22 November 2007 |
| School address | Grand Avenue Surbiton KT5 9HU |
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Inspection number 355214

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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 20 lessons, observing 18 teachers. They held meetings with groups of pupils, as well as with staff, members of the governing body, and with parents and carers. The inspectors observed the school's work, looked at planning and evaluation documents and scrutinised the school's own analysis of pupils' attainment and progress. A total of 208 questionnaires completed by parents and carers were received and analysed, as well as questionnaires completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which the school has reversed the recent decline in pupils' achievement in mathematics.
- The school's success in ensuring that teaching and the curriculum lead to consistently good achievement for all groups, including for girls and for pupils who speak English as an additional language.
- The role of leaders at all levels, but especially middle leaders, in monitoring and improving the quality of teaching and learning.
- The impact of the new building on the quality of provision and of outcomes for pupils.

Information about the school

Grand Avenue is much larger than the average primary school, and there has been a significant rise in the number of pupils on roll in recent years. The proportion of pupils from minority ethnic groups is well above the national average. The largest groups represented in the school are White British, and Asian or Asian British - any other Asian background. The proportion of pupils who speak English as an additional language is much higher than that found nationally. The proportion of pupils who have special educational needs and/or disabilities, including those who have a statement of special educational needs, is below the national average. These pupils have a wide range of additional needs, some of which are complex. The proportion of pupils known to be eligible for free school meals is well below average. The school completed its move into new premises in September 2009. Additional new buildings, intended to accommodate the planned further rise in the school roll, are currently under construction. The current Chair of the Governing Body was elected to the position in September 2010. The school hosts breakfast and after-school clubs, both run by an outside organisation, which run during term-time only. These facilities are subject to separate inspection arrangements. In recent years, the school has gained Green Flag bronze, Sustainable Travel and Eco-schools silver awards.

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?

2

The school's capacity for sustained improvement

2

Main findings

Grand Avenue is a good and improving school. It has a number of outstanding features. The new buildings already in place have enabled pupils to benefit from a stimulating and well-equipped environment. School leaders have minimised any negative impact of the ongoing building programme on pupils' learning and progress, using it as an opportunity to develop their awareness of potential hazards. The school's arrangements for safeguarding pupils are outstanding. Pupils feel very safe in school, and have an excellent understanding of what constitute unsafe situations. Their behaviour around the school and in lessons is outstanding, and makes a significant contribution to their learning. Those pupils whose additional needs can result in them exhibiting challenging behaviour receive highly expert and well-targeted support, which enables them to be fully included in school life and to achieve as well as their peers. Pupils from different backgrounds and with different abilities settle quickly into school, get on extremely well together, and enjoy learning about and celebrating the different cultures to which they belong. The care and respect pupils of all ages show for one another and for their new school buildings, together with older pupils' excellent understanding of, for example, environmental issues facing the world, demonstrate their outstanding moral development. These factors reflect the extremely high standards of care that the school provides for all its pupils.

Pupils make a good start to their learning, and develop their social and independence skills well in the Nursery and Reception classes. By the time they leave the school, their attainment in English and mathematics is above the national average, representing good achievement for all groups of pupils, including those who have special educational needs and/or disabilities. Leaders have worked to improve the quality of teaching so that it is now consistently good. They know that the next step is to make sure that more of it is outstanding. Teachers are knowledgeable and enthusiastic about the subjects they teach, and give students plenty of opportunities for independent learning. The school provides a broad and balanced curriculum, which prepares pupils well for the next phase of their education.

Leaders and managers at all levels carefully monitor pupils' progress, and intervene effectively if they identify any instances of potential underachievement. They have developed an excellent range of formal and informal means of communicating with and consulting parents and carers, including those who are learning English as an additional language. Highly effective partnerships with outside agencies have made an extremely positive impact on pupils' well-being. Leaders promote community cohesion effectively, especially within the school itself. However, pupils have few opportunities to learn from direct links with communities in other parts of the United Kingdom and elsewhere in the world. The governing body brings a good range of expertise to the school, and is prepared to challenge as well as to support school leaders. Together, governors have accurately evaluated the quality of the school's performance, and have successfully addressed the

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areas for improvement and built upon the strengths identified by its last inspection. This demonstrates the school's good capacity for further, sustained improvement.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching, by ensuring that all teachers:
 - regularly check pupils' learning and progress during lessons, and adapt classroom activities if necessary in order to enable all pupils to make as much progress as possible
 - give pupils more regular opportunities to use information and communication technology (ICT) in lessons.
- Enable pupils to benefit from more opportunities to learn directly about different ways of life elsewhere in the United Kingdom and the wider world.

Outcomes for individuals and groups of pupils

2

Pupils join the school with skill levels which, overall, are broadly in line with those found nationally. Their results in national tests taken at the end of Year 6 have been consistently above average in recent years, especially in English, where the school has successfully focused on improving pupils' writing skills. This year's provisional results show that leaders have remedied the causes of last year's disappointing performance in mathematics. Girls' achievement has also improved, because they have benefited from measures designed to improve their self-confidence and problem-solving skills. This is demonstrated by the way in which girls are just as willing as boys to answer teachers' questions, and to participate wholeheartedly in practical activities. Pupils who have special educational needs and/or disabilities make good progress because of the excellent support they receive within mainstream classes and in small group sessions. Pupils demonstrate extremely positive attitudes in lessons. They are attentive to their teachers, participate enthusiastically in whole-class and small group discussions, and are prepared to learn from one another as well as from adults. For example, in an outstanding science lesson, Year 6 pupils made excellent progress in learning about food sources and the relationship between predators and prey in tropical rainforests. They benefited from sharing the results of their individual and group research, and maturely and sensibly debated the moral issues arising from this, with minimal intervention from their teacher. Pupils who are learning English as an additional language were fully included in the discussion, and showed that they were gaining an increasingly confident grasp of the vocabulary related to the topic. On occasions, however, pupils' progress is less consistent because teachers do not vary activities sufficiently to challenge all groups.

Pupils say they enjoy school a great deal. They are not worried about bullying, because they know that teachers, as well as other pupils, including those who have received special training, will help them to resolve any issues quickly and effectively. One pupil commented, 'The teachers make us feel really safe.' Many pupils take on positions of responsibility within the school. They raise impressive sums of money for a range of charities. Pupils understand the importance of healthy lifestyles. Participation levels in sporting and other physical activities are high, and there is a good take-up of the healthy meals provided by the school at lunchtime. The food brought in to school by pupils themselves, however, does not always provide a good contribution to a healthy diet.

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Pupils are proud of their school, and in assemblies they participate enthusiastically in singing the school song, which they wrote themselves. They have excellent opportunities to develop their performing skills, as well as their self-confidence, by taking part in regular musical and dramatic productions. Pupils benefit a great deal from the opportunities the school gives them to gain an excellent understanding of their own and each other's cultures. For example, they learn about and celebrate a range of religious festivals, as well as the many different languages spoken by pupils and their families. Pupils' good grasp of communication and mathematical skills, as well as their above-average attendance and good punctuality, shows that they are well prepared for secondary school, and for future employment.

These are the grades for pupils' outcomes

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers have high expectations of their pupils in terms of work and behaviour, and ensure that lessons proceed at a suitably challenging pace. They explain tasks clearly, so that pupils understand what they are going to learn and how they will know that their learning has been successful. Teachers make good use of interactive whiteboards to enhance pupils' learning, but do not always give pupils sufficient opportunities to use ICT themselves in lessons. They mark pupils' work regularly and thoroughly, giving pupils sufficiently detailed feedback to ensure that they know how well they are doing, as well as what they need to do to improve their work. Teachers make good use of a range of

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questioning techniques to develop pupils' understanding. Occasionally, they do not check their learning and progress sufficiently during the course of lessons, in order to adapt activities so that all pupils can make the progress of which they are capable.

The school's curriculum is well adapted to the needs of all groups of pupils. Mathematics teaching has been improved by the introduction of more practical activities. Pupils have good opportunities to develop their writing skills by working on projects which link different subject areas, such as science and geography. The use of ICT across the curriculum is less well developed. The school's provision for modern foreign languages has been enhanced by its cooperation with a local specialist secondary school. Pupils benefit from a good range of well-attended after-school clubs which develop their sporting and cultural skills and interests, as well as from a variety of trips and visits. The regular inclusion of special events, such as Diversity Week and Sports Week, enables pupils to learn in depth about different topics.

The school has developed a range of extremely effective systems for supporting pupils with special educational needs and/or disabilities. It liaises closely with outside agencies to ensure that these pupils receive the specialist professional help they need. It also organises much appreciated support groups for the brothers and sisters of pupils who have difficulty in communicating and interacting with others, as well as for their parents and carers. Pupils who are learning English as an additional language, and their families, benefit from the expertise of bilingual teaching assistants. Staff cooperate extremely well together, and with parents and carers, to ensure that children settle in very quickly when they join the school, and that transitions between the different phases of education are smooth. Systems for encouraging and celebrating good behaviour are extremely effective. Many parents and carers commented extremely favourably on teachers' approachability, and the way the school looks after their children. The comment of one parent who said, of the help and guidance her daughter had received, 'The school and class teacher could not have been more supportive', was typical of many.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

Under the wise, calm and sensitive leadership of the headteacher, ably supported by her senior colleagues, the school has successfully met the challenges represented by its growing, and increasingly diverse school population. The headteacher has developed the capacity of middle leaders to improve the quality of provision in the areas for which they are responsible. With the help of the local authority, leaders at all levels rigorously monitor the quality of teaching, and have enabled staff to develop and to share good practice. This

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has resulted in an improvement in the consistency of teaching and learning, with the result that these were judged to be at least good in every lesson observed during the inspection. Leaders are not in the least complacent about this, and recognise that more needs to be done to ensure that a higher proportion of teaching, and consequently pupils' progress, is outstanding. Staff share school leaders' ambition to improve the school still further. The governing body knows the school well, and has increased its capacity to monitor the school's performance and to set its strategic direction. The school works extremely effectively with a variety of local partners, including other schools and specialist agencies. Policies and procedures for safeguarding pupils, for example with regard to recruitment and staff training, are comprehensive and extremely robust, and the school has played a leading role in developing good practice locally. The school's success in narrowing gaps in performance between different groups, including potentially vulnerable pupils, demonstrates its effective promotion of equality of opportunity. There is no evidence of any discrimination. The school is a happy and harmonious community. Leaders have made an accurate assessment of local needs, and have made and implemented appropriate plans to meet them. Pupils, however, do not have enough opportunities to learn from direct experience of contact with children and their communities from elsewhere in the United Kingdom and other countries. Leaders' careful stewardship of the school's resources, and the good outcomes achieved by pupils, indicate that it provides good value for money.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 1 |
| The effectiveness of partnerships in promoting learning and well-being | 1 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 1 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Adults work very effectively with parents and carers to ensure that children settle in quickly. As a result, children develop in self-confidence, and quickly learn to become independent, and to cooperate with one another, for example in sharing equipment. Children are eager to share their experiences with visitors and relate well to each other as

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well as to adults. Staff provide children with interesting learning experiences in developing their reading, writing and creative skills, for example in writing simple sentences and making pictures and models. Children achieve well, and their attainment is just above typically expected levels when they begin Year 1. They benefit from a well-equipped and welcoming environment. However, opportunities for outdoor activities, and for children in the Nursery to learn and play with older children, are restricted at present owing to the building works. Adults carefully observe children's progress in order to plan activities which match their interests and different rates of learning and development. The school ensures that parents and carers receive regular and detailed information about their children's development, so that they are well equipped to support their learning at home. Leaders have an accurate understanding of the provision's strengths, as well as of what they need to do to make it even better.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

The proportion of parents and carers who completed questionnaires was broadly average. A large majority of the responses were positive. Almost all those parents and carers who responded agree that their children enjoy school and that it keeps them safe. An overwhelming majority agree that teaching is good, that they receive sufficient information about their children's progress, and that the school is led and managed effectively. Inspectors' judgements support the views of parents and carers in this and other respects. A few parents and carers do not agree that the school deals effectively with poor behaviour. Inspectors found that the school has strong and effective systems for encouraging pupils to behave well. A small number of parents and carers expressed concerns about specific issues. These were summarised and discussed with school leaders, without any individuals being identified.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Grand Avenue Primary and Nursery 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 208 completed questionnaires by the end of the on-site inspection. In total, there are 495 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 160 | 77 | 42 | 20 | 5 | 2 | 0 | 0 |
| The school keeps my child safe | 148 | 71 | 57 | 27 | 2 | 1 | 1 | 0 |
| My school informs me about my child's progress | 131 | 63 | 71 | 34 | 6 | 3 | 0 | 0 |
| My child is making enough progress at this school | 128 | 62 | 71 | 34 | 8 | 4 | 1 | 0 |
| The teaching is good at this school | 134 | 64 | 68 | 33 | 3 | 1 | 0 | 0 |
| The school helps me to support my child's learning | 114 | 55 | 79 | 38 | 12 | 6 | 1 | 0 |
| The school helps my child to have a healthy lifestyle | 136 | 65 | 69 | 33 | 1 | 0 | 0 | 0 |
| 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) | 135 | 65 | 65 | 31 | 4 | 2 | 1 | 0 |
| The school meets my child's particular needs | 112 | 54 | 83 | 40 | 4 | 2 | 1 | 0 |
| The school deals effectively with unacceptable behaviour | 82 | 39 | 106 | 51 | 16 | 8 | 2 | 1 |
| The school takes account of my suggestions and concerns | 106 | 51 | 85 | 41 | 6 | 3 | 3 | 1 |
| The school is led and managed effectively | 110 | 53 | 91 | 44 | 3 | 1 | 2 | 1 |
| Overall, I am happy with my child's experience at this school | 133 | 64 | 67 | 32 | 6 | 3 | 0 | 0 |

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 all 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

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 46 | 48 | 6 | 0 |
| Primary schools | 6 | 47 | 40 | 7 |
| Secondary schools | 12 | 39 | 38 | 11 |
| Sixth forms | 13 | 42 | 41 | 3 |
| Special schools | 28 | 49 | 19 | 4 |
| Pupil referral units | 14 | 45 | 31 | 10 |
| All schools | 10 | 46 | 37 | 7 |

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| 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.



11 July 2011

Dear Pupils

Inspection of Grand Avenue Primary and Nursery School, Surbiton KT5 9HU

Thank you very much for the welcome you gave the inspectors when we visited your school recently. We enjoyed meeting you and listening to what you had to tell us.

Yours is a good school. You say you feel very safe there because adults look after you very well and there is very little bullying. Your behaviour in lessons and around the school is excellent. You understand how important it is to have a healthy lifestyle. You get on extremely well together, and you respect and value different cultures. You make a good contribution to the school and the wider community by taking on responsibility in school, showing you care about the environment and raising a lot of money for charity. You are proud of your school and you develop your performing skills and your self-confidence very well by taking part in school shows.

You participate extremely well in lessons, and make good progress in reaching above average standards in English and mathematics. Teachers give you a good range of things to do in lessons and make sure you know what to do to improve your work. You enjoy taking part in trips, visits and special events, and the good range of after-school clubs the school provides.

The headteacher and all the staff, as well as the governing body, are working hard to make the school even better. To help them do this, we have asked them to do the following things.

- Help you to learn even more successfully by making sure that all the teachers check how well you are doing during lessons, so that they can change the activities if necessary.
- Give you more chances to use ICT in lessons.
- Help you to learn more about different ways of life in other parts of this country and abroad by putting you in touch with pupils and schools there.

We would like to wish you all the very best for the future.

Yours sincerely

Robin Gaff

Lead inspector

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