

Kensington Avenue Primary School

Inspection report

| | |
|--------------------------------|-----------------|
| Unique Reference Number | 134475 |
| Local Authority | Croydon |
| Inspection number | 341476 |
| Inspection dates | 15–16 July 2010 |
| Reporting inspector | Robin Gaff |

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

| | |
|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 488 |
| Appropriate authority | The governing body |
| Chair | Kevin Smith |
| Headteacher | Susan Eastman |
| Date of previous school inspection | 16 July 2010 |
| School address | Kensington Avenue Thornton Heath CR7 8BT |
| Telephone number | 020 87642923 |
| Fax number | 080 86794880 |
| Email address | office@kaps.croydon.sch.uk |

| | |
|--------------------------|-----------------|
| Age group | 3–11 |
| Inspection dates | 15–16 July 2010 |
| Inspection number | 341476 |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 14 part lessons, observing 14 teachers. Inspectors held meetings with staff, pupils, parents, carers and governors. They scrutinised the school's own analysis of pupils' attainment and progress. Inspectors observed the school's work, and looked at planning and evaluation documents, as well as questionnaires completed by pupils and staff. A total of 64 questionnaires completed by parents and carers were received and analysed.

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

- the impact of measures taken by the school to raise attainment and improve progress, especially in English and for pupils learning English as an additional language
- the extent of the school's success in improving pupils' attendance
- the impact of partnerships established by the school on pupils' progress and developmentthe extent to which the school succeeds in promoting all aspects of community cohesion.

Information about the school

Kensington Avenue is much larger than the average primary school. Most pupils join the pre-school Nursery and this, together with the Reception class, forms the Early Years Foundation Stage. A very large majority of pupils are from minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is well above average and has increased substantially in recent years. The proportion of pupils who have special educational needs and/or disabilities, including those with a statement of special educational needs, is average. Their additional needs are varied but frequently include speech, language and communication difficulties. An above average proportion of pupils join or leave the school at other than the normal time of transfer. A children's centre, managed separately, opened in November 2007 on the school premises. This is subject to separate inspection arrangements.

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

Kensington Avenue Primary is a good school where pupils from a very wide range of backgrounds work and play happily together and learn to value one another's cultures. The promotion of equality of opportunity is at the heart of its work and is evident throughout the school. Many displays celebrate the different traditions represented and the large number of languages spoken there. The school actively encourages pupils to appreciate them by, for example, designating a 'language of the week' in which pupils and staff exchange greetings. The school carefully monitors the progress of different groups of pupils and intervenes effectively if any are at risk of underperforming. It has developed its curriculum so that it provides a good match to their interests and abilities. School leaders have improved the quality of teaching across the school so that it is now consistently good. As a result, the achievement of all groups of pupils, including higher attaining pupils and those who have special educational needs and/or disabilities, is good.

Children join the school with levels of skill and development, particularly in communication and language, that are often lower than expected for their age. They make satisfactory progress in the Nursery and Reception classes, but their development of independent learning skills is limited because staff do not provide a sufficiently wide range of opportunities for outdoor play. The pace of progress accelerates in Key Stage 1 and by the end of Key Stage 2, pupils' attainment is broadly average. This represents good progress. The school has raised levels of attainment in English, which were below those in other key subjects, by successfully implementing strategies to improve boys' writing. Pupils who are learning English as an additional language, as well as those who join the school at other than the normal times for transfer, make good progress because of the well-tailored support which the school provides for them.

Teachers create a welcoming and supportive environment in their classrooms and pupils' good behaviour makes a positive contribution to their learning. Most lessons proceed at a good pace and include activities that provide an appropriate level of challenge for pupils of different abilities. However, teachers do not always provide stimulating and exciting activities to fire pupils' imagination. Teachers use questioning skilfully to develop their pupils' understanding. They provide pupils with written advice on how to improve their work but this is not always sufficiently detailed or related to pupils' individual targets. □□

Parents and carers are very appreciative of the support their children receive. One parent commented that the 'care and support provided has been top class'. The school works well with a wide range of partners, including the children's centre and local secondary schools, to ensure that pupils settle quickly into school, benefit from specialist

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

provision where appropriate and are well prepared for the next stage of their education. The school has worked hard to improve pupils' attendance. It has introduced a number of strategies which have led to a rise in the attendance of those individuals and groups causing the most concern, including persistent absentees.

□ The school's promotion of community cohesion is good. Pupils' knowledge and understanding of different lifestyles around the world is enhanced, for example, by the school's long-standing links with two schools in Uganda. The school has correctly identified that pupils' awareness of ways of life in other parts of the United Kingdom is more limited and has adapted its curriculum to address this gap. Leaders and managers have successfully addressed the areas for improvement identified by the last inspection, including the need to improve the performance of specific groups of pupils. Their self-evaluation is rigorous and accurate, and planning focuses sharply on further raising pupils' attainment. These factors demonstrate the school's good capacity for further improvement.

What does the school need to do to improve further?

- Raise pupils' attainment from broadly average to above average by:
 - increasing the proportion of outstanding teaching throughout the school
 - ensuring that teachers include more imaginative and exciting activities in their lessons.
- Ensure that teachers give pupils more written guidance related to their performance against their targets, to help them to know what next steps to take to improve the quality of their work.
- By December 2010, improve the provision for outdoor activities in the Early Years Foundation Stage so that pupils have a wider range of opportunities to choose their own play-based activities. By December 2010, improve the provision for outdoor activities in the Early Years Foundation Stage so that pupils have a wider range of opportunities to choose their own play-based activities.

Outcomes for individuals and groups of pupils**2**

Pupils' attainment has risen steadily in recent years. The provisional results of national tests taken by Year 6 pupils this summer indicate a substantial further rise, overall and in both English and mathematics. They also show that pupils have made good progress against the challenging targets set for them by the school. Pupils enjoy school and their positive attitudes contribute to their learning. They respond particularly well to 'talk partner' activities. For example, Year 6 pupils cooperated well in lessons where they planned their contributions to the leavers' assembly. They developed their powers of written and spoken expression by helping one another to refine their accounts of their 'most memorable moments' from their time at the school. Pupils' learning is slower when teachers take too long before giving them opportunities for independent and group work.

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

Pupils feel safe in school because they know to whom to turn if they need help. They say there is not much bullying and that if it does occur, it is dealt with effectively. An example of their good behaviour is their polite, friendly and welcoming approach to visitors. Pupils show a good understanding of what constitutes a healthy lifestyle through their high participation rates in after-school sport. They enjoy taking part in events designed to promote healthy living, such as a carnival parade in which pupils dressed up as fruit and vegetables. Pupils make a good contribution to the school and wider communities. Many of them take on responsibility as playground or 'new arrival' buddies and by helping to decide on and organise charity fund-raising events. Their good progress in developing workplace-related skills is illustrated by their positive response to group working and problem-solving activities, although for a few this is limited by their irregular attendance. Pupils also benefit from enterprise-related activities organised by the neighbouring specialist secondary school. Pupils respond respectfully and thoughtfully to opportunities for reflection in lessons and assemblies. Many Year 4 pupils showed their good cultural development by their choral singing in a concert, where their talents were much appreciated by parents and carers as well as their fellow pupils.

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 | 3 |
| 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 | 2 |
| Pupils' behaviour | 2 |
| 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 | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

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

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

How effective is the provision?

Teachers establish good working relationships with their pupils and have high expectations of them in terms of work and behaviour. They know their subjects well and adapt lessons to meet pupils' needs. For example, in a Year 5 science lesson on the characteristics of different objects and materials and the sounds they make, the teacher provided different activities to enable pupils to consolidate their learning when her questioning revealed that this was necessary. Teaching assistants make sure that pupils who have special educational needs and/or disabilities and those who are learning English as an additional language can take a full part in classroom activities and make progress in line with their peers.

The school has heeded the advice in its last inspection report to develop more links between different subjects. It has introduced a range of teaching materials and activities, including topics related to different African countries. This has succeeded in stimulating the interest of, for example, Black African and Caribbean boys with the result that their research and writing skills have improved. The school provides bilingual text-books in a number of different languages which help pupils who are learning English as an additional language to gain access to the curriculum. Trips, visits and a good variety of extra-curricular activities, including dance, music and drama as well as tournaments organised by the local sports partnership, enhance pupils' cultural and physical development.

□ The school works well with a range of outside agencies to provide effective support for its pupils, particularly those who are potentially vulnerable. Parents and carers appreciate the care the school takes to ensure that their children settle in quickly when they join the school. Some went out of their way to express their gratitude to staff for their dedication in supporting their children. Pupils are well prepared for their transfer to secondary school because the school emphasises the similarities as well as the differences of this phase through the 'Moving on' log-books which pupils in Year 6 complete.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders and managers at all levels work well together and show a high level of commitment to improving outcomes for pupils. They have introduced effective tracking

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

systems for monitoring the attainment and progress of individuals and groups of pupils and intervening when necessary. The headteacher and her senior team have accurately evaluated the quality of teaching and have acted decisively to improve it. They understand what needs to be done to make provision still more effective, for example with regard to improving outcomes for children in the Early Years Foundation Stage. Middle leaders play an effective role in monitoring and improving the quality of teaching and developing the curriculum. The school meets all requirements for safeguarding children, for example with regard to staff training and the vetting of new appointments. It does not always ensure that all relevant documentation is kept fully up to date. The governing body is representative of the community the school serves. Governors know their school well and hold leaders effectively to account for its performance.

□ The school's effectiveness in tackling discrimination is demonstrated by the very low and decreasing number of racist incidents. It has succeeded in closing gaps in the performance of different groups, for example by improving the achievement of Black African and Caribbean pupils, which was a weakness identified by the last inspection. The school has developed increasingly strong links with different sections of the local community, as well as an impressive range of partnerships, which are having a positive impact on pupils' learning and development. Pupils gain a good understanding of different faiths and traditions by, for example, visiting local places of worship. The school has been increasingly successful in engaging with different groups of parents and carers, for example by organising special evening events as well as training courses during the day. It has provided translators for parents who are themselves at an early stage of learning to speak English, which has helped them to support their children's learning more effectively.

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 | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 1 |
| The effectiveness of safeguarding procedures | 3 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

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

Early Years Foundation Stage

Children in the Nursery and Reception classes enjoy their time in school. They make satisfactory progress in their learning and development from starting points which in many cases are very low. Children develop their emergent writing skills as they write their names when they arrive at school and on paintings and drawings. They show good social skills as they work together, for example, to build a house for Little Red Riding Hood. They demonstrate good perseverance and concentration levels when they make African clay pots. However, they do not have enough opportunities for spontaneous, imaginative play, particularly outdoors, because facilities are limited and equipment, although safe, is not always well maintained. Staff promote children's welfare effectively by ensuring they have access to drinking water at all times and to milk and fruit at snack time. They do not always use their observations of children's development to plan for an appropriate balance of activities initiated by the children and those led by adults. Parents and carers feel welcome in the setting and consider that they are kept well informed about their children's progress. Leaders show a good understanding of the requirements of the Early Years Foundation Stage and understand what is required to improve the provision further.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| 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 the relatively small number of parents and carers who responded to the questionnaire are pleased with their children's experience of the school. Very few of the questionnaires received included any adverse written comments. The vast majority of parents and carers are satisfied with most aspects of the school's work. Inspectors agree with their views. A very small minority feel their children are not sufficiently well prepared for the future and a few are not convinced that the school deals effectively with unacceptable behaviour. However, inspectors judged pupils' preparation for future learning and employment, as well as their behaviour, to be good and found that the school deals well with any unacceptable behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kensington Avenue 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 64 completed questionnaires by the end of the on-site inspection. In total, there are 488 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 32 | 50 | 32 | 50 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 27 | 42 | 36 | 56 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 24 | 38 | 37 | 58 | 2 | 3 | 0 | 0 |
| My child is making enough progress at this school | 21 | 33 | 42 | 66 | 0 | 0 | 1 | 2 |
| The teaching is good at this school | 33 | 52 | 26 | 41 | 0 | 0 | 1 | 2 |
| The school helps me to support my child's learning | 21 | 33 | 39 | 61 | 3 | 5 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 18 | 28 | 42 | 66 | 2 | 3 | 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) | 16 | 25 | 34 | 53 | 7 | 11 | 0 | 0 |
| The school meets my child's particular needs | 13 | 20 | 47 | 73 | 2 | 3 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 19 | 30 | 37 | 58 | 4 | 6 | 1 | 2 |
| The school takes account of my suggestions and concerns | 14 | 22 | 37 | 58 | 4 | 6 | 0 | 0 |
| The school is led and managed effectively | 17 | 27 | 42 | 66 | 2 | 3 | 1 | 2 |
| Overall, I am happy with my child's experience at this school | 25 | 39 | 37 | 57 | 2 | 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 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 | 51 | 45 | 0 | 4 |
| Primary schools | 6 | 41 | 42 | 10 |
| Secondary schools | 8 | 34 | 44 | 14 |
| Sixth forms | 10 | 37 | 50 | 3 |
| Special schools | 32 | 38 | 25 | 5 |
| Pupil referral units | 12 | 43 | 31 | 14 |
| All schools | 9 | 40 | 40 | 10 |

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 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. 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">■ 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 pupil's 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.



Dear Pupils

Inspection of Kensington Avenue Primary School, Thornton Heath, CR7 8BT

Thank you very much indeed for the help you gave the inspectors who visited your school recently. I am writing to tell you about what we found.

Yours is a good school where pupils from many different backgrounds get on very well together, learn to value each other's traditions and make good progress. You behave sensibly and considerately in lessons and around the school. You feel safe there because you know who to turn to if you need help. You show you understand the importance of a healthy lifestyle by your good participation in after-school sport. You also enjoy taking part in music concerts and drama events. Many of you help one another by acting as buddies, and make it easier for new pupils to settle in. You also raise lots of money for different charities. Well done! The school helps those of you who are about to transfer to secondary school to prepare well for the next stage of your education. The school's links with schools in Africa help you to learn about how people in other countries live.

You get on well with your teachers. Most of you work hard and learn well in lessons because teachers give you interesting things to do. We think you would do even better if some lessons included more exciting activities, and if teachers gave you more detailed information to help you know what to do next to improve your work. The adults in the school look after you well. They keep a close eye on how well you are doing, and give extra help to those who need it most so everyone can succeed.

The headteacher, her senior team, all the staff and the governors are working hard to help everyone to do well. We have asked them to make the school even better by:

- making sure teachers include some more exciting activities in lessons
- giving you more written advice about how to improve your work
- giving children in the Nursery and Reception classes more interesting things to do in the outdoor area.

We wish you all the best for the future.

Yours sincerely

Robin Gaff Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.