



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR KINGS AVENUE PRIMARY SCHOOL

Name of School:	Kings Avenue Primary School
Headteacher/Principal:	Rachel Mollett
Hub:	London South Hub
School phase:	Primary
MAT (if applicable):	Not applicable

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	7/07/2021
Overall Estimate at last QA Review	This is the school's first review
Date of last QA Review	Not applicable
Grade at last Ofsted inspection:	Requires improvement
Date of last Ofsted inspection:	22/05/2018

Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

Leadership at all levels Leading

Quality of provision and outcomes Leading

AND

**Quality of provision and
outcomes for disadvantaged
pupils and pupils with additional
needs**

Area of excellence Not submitted

**Previously accredited valid areas
of excellence** Not applicable

Overall peer evaluation estimate Leading

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed peer evaluation estimates from the review are not equivalent to Ofsted judgements.

1. Context and character of the school

The school serves a diverse area on the outskirts of Brixton with high levels of deprivation. The buildings are spacious and include specialist rooms for music and computing, and a newly refurbished and well-resourced library. Outdoors, there are many resources for pupils to use. These include table tennis tables, a stage and permanent outdoor gym equipment. There is a small, wooded area, used for forest school activities, a large, fenced games area for ball games, and a chicken run. A sensory garden within the building includes hutches for the school rabbits. Nursery and Reception children learn in dedicated, well-equipped indoor and outdoor spaces.

Over 90% of pupils are from minority ethnic backgrounds, the largest groups being Black Caribbean and Black African. A high proportion of pupils speak English as an additional language. Two-thirds of pupils are disadvantaged and over half have special educational needs and/or disabilities.

There has been a high turnover of leaders and staff over the last five years. In September 2018, a new headteacher was appointed with experience in supporting schools which required improvement. Since then, with one exception, all leaders and teachers have been newly appointed. The current senior leadership team consists of the headteacher, deputy head, school improvement lead, and the early years and Key Stage 2 leaders. Two behaviour and autistic spectrum disorder (ASD) specialists are also part of the senior team.

2.1 Leadership at all levels - What went well

- The headteacher has led a remarkable recovery since her appointment three years ago. She immediately set out her ambitions for the pupils and restructured the leadership. New leaders and teachers who shared her vision were appointed, resulting in a palpable sense of common purpose across the school. A curriculum was devised that centred on newly agreed core values, and leaders have had extraordinary success in ensuring these values permeate school life.
- The impact of highly effective leadership is evident in the dramatic improvement in pupils' behaviour, attitudes to learning, and achievement, underpinned by excellent relationships. Pupils were keen to recite the four points of their 'moral compass'; kind, honest, helpful, fair.

- The school's raison d'être, to strive for articulate, ambitious pupils was clear during discussions with pupils from across the age range. They recalled P4C¹ questions towards the end of lessons, such as 'Does belief in akhirah² help Muslims live a good life?' and 'Should mobile phones be allowed in school?' and explained how debating such issues deepened their thinking.
- Pupils discussed British values maturely, identifying democracy, tolerance, and individual liberty as key principles. They described the many opportunities for developing leadership skills, such as becoming a school councillor or digital leader, or by taking responsibility for the rabbits and chickens.
- Staff benefit from training in key areas, including the implementation of the phonics and mathematics programmes, which have had a very positive impact on outcomes. Leaders have an innovative approach to weekly staff meetings. They often start by asking questions such as 'What does differentiation look like in your classroom?' They then read aloud relevant extracts from books on current educational theory, after which staff share their ideas and reflect on their own practice.
- Leaders have established a range of initiatives to promote staff well-being alongside professional development. These include opportunities for teachers to plan, prepare and assess pupils' work at home, Friday afternoon well-being times, and limiting the number of meetings. Senior leaders teach alongside class teachers every week, modelling their expectations and providing encouragement and support for both staff and pupils.
- Subject leaders demonstrate strong subject knowledge and awareness of the priorities in their subjects. They undertake a 'deep dive' half termly, which includes learning walks, discussing pupils' work with them, and looking at their books. When gaps are identified, subject leaders run 'remember more' days where, together with class teachers, they encourage pupils to recall what they have learnt.

2.2 Leadership at all levels - Even better if...

...the specialist training for teachers was extended to include humanities, religious education, and science.

...leaders explored ways of monitoring pupils' reading at home.

¹ Philosophy for Children

² Life after death

3.1 Quality of provision and outcomes - What went well

- The intention to devise a contextualised curriculum is evident, for example in the humanities. In year 3, pupils' studying local history use primary and secondary sources to explore the impact of the 'Windrush generation' and visit the nearby Windrush Square. Fieldwork in Year 6 geography includes a visit to the River Thames.
- A comprehensive curriculum map precisely indicates the progression of knowledge and skills through each subject. As they start a new topic, pupils are given a 'cover page'. This reminds them of what they have learnt previously and indicates the intended outcomes of their subsequent studies.
- Leaders have introduced a systematic synthetic phonics programme which is taught well across the early years and Key Stage 1, with small group interventions in Key Stage 2. As a result, children decode unknown words confidently. The Year 1 phonics screening results improved from 33% to 92% over two years.
- There is a culture of reading across the school. Reading is used across the curriculum to introduce lessons and promote vocabulary and oracy. There are a wide range of books available to support reading in all subjects. Pupils are confident and fluent readers and have significantly developed skills associated with reading. One pupil explained, 'Reading helps my vocabulary, and this helps my oracy and writing.'
- Teachers have taken on board leaders' 'non-negotiables' regarding routine classroom practice. Expectations for behaviour are high across the school. A maximum 20 minutes is spent on recap, new learning, and practise, before pupils work independently. All mathematics lessons start with chanting tables, and 'strategy cards' prompt different ways of solving problems. Resources are on hand to scaffold or extend learning, and pupils rise to the challenges that are routinely included in every lesson. The expectation that pupils will develop writing stamina by writing at length every day is clear from the high-quality work, both in English books and across the curriculum.
- Pupils' behaviour and attitudes to learning have dramatically improved over the last three years and there has been a sea change in their learning skills. Pupils' comments included, 'Before, there was too much disruption so we couldn't get on with our learning'. Visits to lessons found that pupils were keen, attentive, and mutually supportive.
- The emphasis on developing pupils' oracy skills was reflected in their articulate response to questions. They used complete sentences, frequently including phrases such as, '...on the other hand' and 'In my opinion...'. Pupils were keen to show their books and how much they had covered since September. The high standards of presentation across all subjects revealed the enormous pride they take in their work.

- The impact of highly effective leadership at all levels is evident in the turn round in pupils' academic progress and personal development. In October 2018, a whole school assessment using standardised tests was moderated by the local authority. This showed that only 30% of pupils were working at age-related expectations. In July 2019, the proportion had leapt to 78%. Locally, Kings Avenue is regarded as the most improved school in the borough.

3.2 Quality of provision and outcomes - Even better if...

The review did not find any significant areas for improvement.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- Leadership of the provision for SEND is being shared temporarily by the head, deputy, school improvement lead, and the two behaviour/ASD specialists. Their whole-school overview enables them to target support effectively and keep a close eye on outcomes.
- The main principle underpinning the provision for disadvantaged pupils and those with additional needs is that expectations should be similar for all pupils. Hence, pupils are seldom withdrawn from classes. Class teachers are aware of their responsibilities and skilfully enable both groups to learn alongside their peers. Support staff benefit from training from specialists which enable them to work effectively together with class teachers.
- The progress of pupils with SEND often matches that of their classmates. In reading for example, pupils with additional needs in Years 3 and 4 typically make strong progress due to additional phonics support and daily one-to-one reading with an adult.
- Staff have good knowledge of disadvantaged pupils and provide effective support and challenge at an appropriate level. The school improvement lead keeps a close eye on the provision and monitors the progress of disadvantaged pupils, always conscious of the fact that they are in the majority in most classes. Disadvantaged children achieve well and make good progress, often outperforming other pupils. Evidence from books demonstrated that they take pride in their work and are keen to achieve academically. The more able pupils among this group typically fulfil their potential. During a religious education lesson, for example, they played a full part, raising questions such as , 'Why can't women be priests?'

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

...leaders pursued ways to further engage disadvantaged families, such as their idea to offer adult learning classes.

5. Area of Excellence

None submitted

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

Leaders would like to contact schools which have successfully established adult learning classes.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.

Schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website.