

Inspection of Addison Primary School

Addison Gardens, Blythe Road, London W14 0DT

Inspection dates:	11 and 12 February 2025
The quality of education	Outstanding
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Pupils flourish in this welcoming school. They benefit from caring and supportive relationships with staff and each other. This helps pupils make friends and feel safe. Clear routines and expectations are set from an early age. This helps to ensure that the school is a calm and purposeful place. Pupils' behaviour is exemplary during lessons and at social times.

The school is ambitious for pupils, including those with special educational needs and/or disabilities (SEND), to thrive. Inclusion is at the heart of this community school. This begins in the early years, where children learn in a nurturing and purposeful environment. From the very start, they develop independence and a love of learning. Pupils are articulate about their current and past learning. They achieve exceptionally well.

Pupils relish the opportunities to be actively involved in their school. This includes a range of responsibilities such as school councillors, morning helpers and in the parliament assemblies. Pupils take these roles seriously. The school uses pupils' ideas, suggestions and feedback to improve their school experience. For example, pupils helped to refine the school's values of 'respect, responsibility, perseverance, honesty and friendship' and they created avatars to represent each one.

What does the school do well and what does it need to do better?

The school has carefully sequenced and constructed its ambitious curriculum so that it identifies the knowledge and skills that pupils should know and remember from the Nursery class to the end of Year 6. This ensures that pupils' learning builds on what they already know. The school carefully design learning activities that help pupils to build rich bodies of knowledge. Teachers swiftly identify and address any gaps in pupil's knowledge. In national tests pupils achieve exceptionally well in reading, writing and mathematics.

From the moment children enter the early years they develop their language and early mathematics through rhyme, story and number counting. Throughout school, staff model the language, writing and key vocabulary they wish children to use. The school's work on developing early writing is highly successful.

The school has effective systems in place to identify, at the earliest opportunity, the needs of pupils with SEND. When necessary, leaders seek specialist support to further enhance their understanding of pupils' needs. Staff expertly adapt the curriculum. Pupils with SEND learn alongside their peers and achieve well.

Phonics learning begins as soon as children join the Reception Year. Well-trained staff deliver the phonics programme with precision. Pupils practise reading with books that match the sounds that they know. Pupils who struggle to keep up with the phonics programme are given the support they need. Interventions are meticulously designed and implemented. By the end of Year 2, almost all pupils are fluent readers.

The school sets high expectations for pupils' behaviour and pupils do their utmost to live up to these expectations. From the minute children enter the school they begin to learn the values of respect and perseverance. They are attentive to staff and demonstrate highly positive attitudes to learning. Pupils' focus extremely well during lessons and have highly positive attitudes to their learning.

The proportion of pupils who are absent from school has been higher than local and national averages in recent years. The school has taken steps to address this. The school analyses patterns in pupils' attendance. However, the school's systems to improve pupils' attendance are not effective enough.

The wider curriculum supports pupils to develop their character, interests and talents. Regular visits to places of worship support pupils' understanding of different faiths and cultures. Pupils are respectful of the views and beliefs of different groups of people. They understand and can discuss fundamental British values. The school prepares pupils exceedingly well for their future lives in modern Britain.

The school offers a wide variety of clubs and activities. These clubs are open to all. Pupils know how to keep themselves physically healthy and mentally well. They learn how to keep themselves safe online in computing lessons. Pupils enthusiastically embrace the multitude of sporting activities such as swimming, boxing and tennis. Music provision is exceptional and the school uses an extensive range of national and local partners to enhance pupils' love of music and singing. Trips to local historical sites, museums and the theatre enrich the curriculum and help pupils to understand different perspectives.

Governors fulfil their role with commitment and diligence. They monitor the school's continuous improvement closely. This is shown by the exceptionally high-quality education that the school provides. Staff are proud to work at this school. They spoke of the high-quality training they receive which helps to inform their practice. Staff value the consideration the school gives to their workload and well-being. Parents and carers hold the school in high regard.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The initiatives to improve pupils' rates of attendance are not having the impact that the school intends. Some pupils' low attendance means that they miss out on important

learning. The school should take effective action to improve the attendance of these pupils.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100321
Local authority	Hammersmith & Fulham
Inspection number	10345639
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	199
Appropriate authority	The governing body
Chair of governing body	Georgina Morris
Headteacher	Nasra Dirir (head of school) Damien McGarrigle (executive headteacher)
Website	www.addisonprimary.org
Dates of previous inspection	11 and 12 February 2020, under section 8 of the Education Act 2005

Information about this school

- The current headteacher was appointed as interim executive headteacher of another school in the same local authority in September 2024. The interim head of school was appointed at the same time.
- The school runs a breakfast club and an after-school club.
- The school does not make use of any alternative provision for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the interim executive headteacher, the interim head of school, other senior and curriculum leaders and groups of staff and pupils.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and music. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work and met with teachers and pupils. Inspectors also discussed the curriculum in some other subjects.
- The lead inspector met with representatives of the governing body, including the chair. He also had a discussion with a school improvement partner from the local authority.
- Inspectors took account of the responses to Ofsted Parent View, including the free-text responses. They considered the responses to Ofsted's staff survey.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed school documents, including those relating to governance, behaviour and attendance. Inspectors scrutinised leaders' plans for improvement and their assessment of the school's effectiveness.
- Inspectors spoke informally to pupils at breaktimes, in the dining hall and on the playground.

Inspection team

Sean Flood, lead inspector

Ofsted Inspector

Andrew Rigby

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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