

Kenmont Primary School

Inspection report

Unique Reference Number	100331
Local Authority	Hammersmith and Fulham
Inspection number	354837
Inspection dates	7–8 December 2010
Reporting inspector	Raminder Arora

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	230
Appropriate authority	The governing body
Chair	Charlotte Johnson
Headteacher	Jon Allnutt
Date of previous school inspection	3 March 2008
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited one assembly and 15 lessons, observing 11 teachers. They held meetings with governors, staff and groups of pupils. They scrutinised a wide range of documentation, including the data on pupils' attainment and progress, procedures for keeping pupils safe and the school improvement plan. Inspectors analysed 121 questionnaires completed by parents and carers, together with those completed by staff and pupils.

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

- How far improvements have been made to attainment and progress in English, mathematics and science.
- The quality of teaching and how well staff use assessment to plan work for pupils at the right level.
- The contribution of leaders and managers at all levels, but particularly middle leaders and governors, to school improvement.
- The impact of the school's efforts to improve attendance and behaviour. The impact of the school's efforts to improve attendance and behaviour.

Information about the school

Kenmont is an average-sized primary school with a diverse population. The majority of pupils are from minority ethnic groups, mainly Somali, Black African and Caribbean. The proportion of pupils who have home languages other than English is double the national average, and about half of these are at an early stage of learning English. The proportion of pupils eligible for free school meals is above average as is the proportion of pupils identified as having special educational needs and/or disabilities. These relate mainly to moderate learning, behaviour and emotional needs. A relatively high proportion of pupils join and leave the school throughout the school year. The school has obtained several awards, including Activemark, as well as Healthy School status. The Early Years Foundation Stage consists of a full time Nursery and a Reception class. Most teachers are new since the last inspection, including at senior level. The substantive headteacher left in August 2010. An associate headteacher had been appointed in April 2010, and took the post of an acting headteacher in September this year.

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

Kenmont Primary School provides a satisfactory education. It is an improving school that is emerging from a period of major upheaval. The many changes of teaching staff and senior managers in the last three years have impeded improvement since the last inspection. In spite of the many challenges faced by the school, it is now in position to move forward. The local authority has given valued support and the appointment of a highly experienced acting headteacher has stabilised the school and given it clear direction for improvement. The overwhelmingly positive response from parents and carers reinforces the view that the effective support for pupils' personal development is a strength of the school's work. The commitment of key staff and the rapid improvement achieved in some weak areas of the past, for example pupils' behaviour and high level of exclusions, indicate that the school has satisfactory capacity for improvement. Pupils attend school regularly, feel safe and have positive attitudes to learning. Pupils have a good understanding of healthy lifestyles and of the importance of a healthy diet.

As a result of the effective measures taken to reorganise support staff and tackle the weaker elements of teaching, some very positive improvements are enabling pupils to make better progress across the school. In the Early Years Foundation Stage, children make satisfactory progress and reach average levels by the end of the Reception Year. Standards at the end of Year 2 and Year 6 are broadly average and pupils make satisfactory progress. Pupils' writing skills are not in line with their reading and mathematics and are therefore a continuous focus for development, especially for boys and the more able. Pupils' writing skills are not developed sufficiently across other subjects. Pupils with learning difficulties and/or disabilities benefit from well-managed individual learning targets and good quality extra support. Teaching and learning are generally good in Years 5 and 6. However, while satisfactory overall, teaching is not so consistent in other year groups and lessons sometimes lack pace, challenge and high teacher expectations. Teachers vary in their ability to use assessment data to set work to match pupils' abilities. The quality of the feedback pupils receive through marking is too variable, and as a result, pupils are not always clear about what they need to do next to improve their work and accelerate progress. High pupil mobility in both Key Stages 1 and 2 has included an increased proportion of pupils new to English. These pupils make satisfactory progress through extra support. However, teachers' planning does not always indicate clearly the provision to be made for these pupils in lessons.

School self-evaluation is accurate and leadership is satisfactory overall. The middle managers are relatively new to leadership and have yet to have a full impact on improving the quality of teaching and learning and pupils' progress in the areas for which they have responsibility. Senior leaders analyse data well and have an accurate view of what needs to be done. This vision is clearly articulated in the school improvement plan, and very concise targets identified, against which progress could be measured.

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What does the school need to do to improve further?

- Accelerate progress and raise attainment in all subjects but especially in writing, for boys and the more able across the school by providing more opportunities for pupils to use their writing skills in other subjects.
- Increase the proportion of good or better teaching through:
 - ensuring that lessons have greater pace, challenge and high expectations
 - more rigorous planning which identifies and provides for the learning needs of pupils new to English.
 - greater consistency in marking, to help pupils know what they need to improve.
 - using assessment data to match work to pupils' abilities.
- Increase the accountability of middle managers for teaching and learning and pupils' progress by:
 - undertaking more rigorous monitoring of teaching and learning .
 - ensuring that targets for improvement set out in the school improvement plan are met. ensuring that targets for improvement set out in the school improvement plan are met.

Outcomes for individuals and groups of pupils

3

Typically, attainment at the end of both Year 2 and Year 6 is broadly average, reflecting satisfactory progress across the school. The sharp decline in standards at Year 6 in 2009 has been successfully recovered. Work in books and lessons shows that most pupils, including those from Somali, Black African and Caribbean backgrounds, make satisfactory progress in relation to their starting points. Pupils enjoy school and are keen to learn. For example, in a good Year 6 English lesson, pupils were very motivated by the challenging questioning and interesting activities involved in learning about the life of a chosen person, John Lennon and his message of peace to the world. Most pupils listen and concentrate well in lessons, although sometimes their attention wanders when, due to weaknesses in planning, expectations are unclear or the pace of the lesson is too slow. Those who are in the school for the full extent of their education make the most progress. Less effective learning in some classes is then counterbalanced by stronger learning elsewhere.

The school's calm and caring ethos promotes a strong sense of community and most pupils are committed to the school's values. Inspectors saw consistently good behaviour. The school council provides opportunities for pupils to share their views and suggest where improvements might be made. Pupils' involvement in and appreciation of the wider community is less well developed. Pupils demonstrate good social skills, readily engage with visitors and are eager to accept responsibility. There are missed opportunities to promote good spiritual and cultural development, for example in assemblies. Pupils' desire to work independently and collaboratively prepares them well for secondary school, although in view of weaknesses in some basic skills, their preparedness for their future lives is only satisfactory.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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	3
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	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

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?

Teaching is improving and is reliably satisfactory, enabling pupils to make satisfactory progress. Some good lessons were seen during the inspection. In a Year 5 mathematics lesson, astute questioning from the teacher ensured that pupils understood how to extend their understanding of factors and multiples of numbers. Assessment of pupils' learning, although satisfactory, is not always consistent. Consequently, teachers are not always successful in pitching work accurately to meet the needs of different ability groups. Occasionally, work is insufficiently challenging. Teachers' use of the smart board technology is much enjoyed by pupils in some lessons. In good lessons, teaching assistants effectively work with groups and individuals, contributing to their good progress.

The curriculum has strengths in the emerging topic structure, which is clearly engaging pupils' interests successfully. It enables pupils to build sound basic skills in literacy and numeracy, and there are strengths in sports, music and information and communication technology (ICT). The curriculum provision benefits greatly from the school's engagement with partner institutions, an outstanding school and with specialist secondary schools. The school is seeking to make more visits outside and bring visitors in to support learning. There are already some successes, for example the involvement of parents with musical expertise as part of Christmas celebrations. There is a satisfactory range of well-supported extra-curricular and enrichment activities.

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The school provides satisfactory pastoral care and effectively supports pupils and their families, including newly arrived pupils with limited English. Guidance for pupils with special educational needs and/or disabilities, or for those who are gifted or talented, is satisfactory. Induction and transition arrangements are carefully organised. The school works closely with a range of support agencies. These successfully meet the health, social or behavioural needs of pupils whose circumstances make them vulnerable. The mentoring service provides strong support for pupils who find it difficult to cope in other schools.

These are the grades for the quality of provision

The quality of teaching	3
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	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The acting headteacher provides strong leadership and, together with middle managers and other staff, has identified the need to strengthen monitoring and raise teachers' expectations of pupils' work. The drive for improvement is well shared by all staff and enhanced by the ongoing support from the local authority. The many recent improvements show the impact of leaders' and governors' clear direction for success. The monitoring of lessons by senior staff is firmly focused on the progress made by the pupils. Teachers are committed to improve their practice and have readily taken on board the feedback they have been given. The partnership with other schools works well and is leading to improvements in the quality of teaching, monitoring and evaluation. ♦ The respect which pupils show to each other, including those from backgrounds different from their own, is indicative of a school community where there is no hint of discrimination or intolerance.

Partnerships with parents and carers, and the promotion of community cohesion, are satisfactory. The quality of support to enable all groups to perform equally well is fast improving, with well-organised professional development opportunities. The school promotes sound awareness of other faiths, beliefs and cultures through the curriculum and international links, but some of these are at an early stage of development. ♦

Safeguarding procedures are satisfactory, with appropriate checks and vetting procedures. Governors bring skills and commitment to their work, and devote enough time to support the work of school improvement. They carry out their statutory duties adequately and are well supported with training to further develop their role to ensure that the school is always fully challenged and held to account.

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

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These are the grades for leadership and management

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

Early Years Foundation Stage

Children's attainment on entry to school is variable, but broadly average. By the end of the Reception class, most children attain the Early Learning Goals expected for their age. Progress is satisfactory overall. The Nursery and Reception team work well together. Parents and carers are happy with the care and support of their children.

Children make sound progress in their personal development, behaving appropriately and developing good relationships with others because adults make expectations clear and constantly encourage children to cooperate, share and take turns. They all enjoy the healthy fruit snack, and the more able children know about the benefits of healthy food and exercise.

The outdoor area is used well to extend learning but there are sometimes missed opportunities to challenge and extend the children's knowledge and understanding and develop their language skills through searching questions. The flow of learning between indoors and out is suitably established. There is an appropriate balance between adult-led activities and those that children choose for themselves. The daily teaching of letters and sounds is beginning to impact well on children's development of reading and writing skills. Teachers do not, however, use assessment information rigorously enough to ensure that all children are adequately challenged by the planned activities. This is particularly the case for the more able children. Appropriate induction and transition procedures are in place, ensuring that children settle quickly into their life in school and are ready for the next stage of their education. Staff work well with parents, carers and external agencies, ensuring the appropriate support for children. Leadership and management are satisfactory. Staff are being supported effectively to improve their practice through good support by the local authority and the established link with an outstanding school.

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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

From the returned questionnaires, it is clear that the large majority of parents support the school. They are unanimous in reporting that their children enjoy school. Almost all say the school keeps their children safe, a fact supported by the inspection. While most are pleased with the quality of education, just a few share concerns about frequent staff changes, including at senior level. Most parents have commented very positively on the difference that new leadership has made in taking the school forward. 'The school is really improving under the current headteacher' is a comment echoed by many parents.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kenmont 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 inspectors received 121 completed questionnaires by the end of the on-site inspection. In total, there are 230 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	97	80	23	19	0	0	0	0
The school keeps my child safe	97	80	22	18	2	0	0	0
My school informs me about my child's progress	93	77	26	21	2	2	0	0
My child is making enough progress at this school	82	68	34	28	2	2	2	2
The teaching is good at this school	79	65	36	30	2	2	1	1
The school helps me to support my child's learning	81	67	35	29	4	3	0	0
The school helps my child to have a healthy lifestyle	80	66	36	30	3	2	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)	67	55	47	39	1	1	0	0
The school meets my child's particular needs	63	52	48	40	5	4	0	0
The school deals effectively with unacceptable behaviour	75	62	37	31	6	5	2	2
The school takes account of my suggestions and concerns	78	64	39	32	1	1	1	1
The school is led and managed effectively	58	48	45	37	7	6	2	2
Overall, I am happy with my child's experience at this school	83	69	32	26	3	2	1	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 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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 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.



9 December 2010

Dear Pupils

Inspection of Kenmont Primary School, London, NW10 6AL

Thank you very much for your very friendly welcome and for helping us when we visited your school recently. We enjoyed talking to you and were really pleased to hear how excited and proud you are about your school. Kenmont Primary is a satisfactory school. These are some things we found about your school.

- You behave well in lessons and around the school.
- You have a good understanding of how to keep yourself safe and healthy.
- You are keen to learn and get on well with each other.
- You like to support the school and local community and you have sound understanding of those who live in communities different from your own.
- You make satisfactory progress in lessons and enjoy the interesting activities your teachers plan for you.
- The school gives satisfactory support to those of you who need more help with learning.

By the end of Year 6, your attainment in English, mathematics and science is broadly similar to the national average. However, it is slightly weaker in writing than in the other two subjects. To help you, we have asked your teachers to concentrate on helping you to reach higher standards, not only in writing but also in other subjects. We believe they can do this by ensuring that more of your lessons are good and with better use of assessment information in planning so as to set work that will really challenge you. We have asked them to mark your work in a way that helps you to know how well you are doing and what to do next to improve. We have suggested that the teachers in charge of subjects also look more carefully at how well you are learning. You can help by always working hard.

We wish you well for the future.

Yours sincerely

Raminder Arora

Lead inspector

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