

# Kenmont Primary School

Valliere Road, London, NW10 6AL

**Inspection dates** 13–14 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress and do as well as their peers nationally. The school's results have improved steadily over the past three years.
- The school fosters an enjoyment of reading.
- Teaching and learning across the school are good and some teaching is outstanding.
- Teachers have high expectations of the pupils and plan their lessons well. Pupils are provided with the right level of challenge to match their abilities.
- Pupils enjoy being at school and appreciate the quality of their lessons. They also feel safe because behaviour is good and allows good teaching and learning to take place. The pupils are well cared for and discipline is fair and consistent.
- The headteacher is a very effective leader who is ably supported by a strong team of leaders and managers.
- The governing body knows the school well and has been instrumental in guiding it through a difficult time. Good teaching and leadership have now been established in the school and this has resulted in good outcomes for the pupils.

### It is not yet an outstanding school because:

- The proportion of outstanding teaching is not yet high enough, particularly in relation to the use of investigation and enquiry skills in lessons.
- There is scope for the school to build on the positive developments in leadership and management by strengthening further the leadership of Key Stage 1 and the Early Years Foundation Stage.

## Information about this inspection

- Inspectors observed 19 lessons, of which eight were joint observations with the senior leaders. In addition, the inspectors made other short visits to lessons and to learning areas.
- Meetings were held with two groups of pupils, members of the governing body, a representative from the local authority, senior and middle managers, and teaching staff.
- Inspectors took account of the 18 responses to the on-line questionnaire (Parent View) and spoke to parents and carers as they brought pupils to school.
- The information from 18 staff questionnaires was taken into consideration.
- Inspectors looked at pupils' books and at a number of documents, including the school's own data and monitoring of how well pupils progress, planning documentation and records of behaviour, attendance and punctuality, as well as documents relating to safeguarding.

## Inspection team

Mandy Snook, Lead inspector

Additional inspector

Andrew Lyons

Additional inspector

## Full report

### Information about this school

- Kenmont is an average-sized primary school with a diverse community and ethnic mix. It has three main community languages: English, Portuguese and Somali. The proportion of pupils for whom English is an additional language is almost three times the national average.
- The proportion of pupils known to be eligible for the pupil premium is higher than average.
- The proportion of disabled pupils and those with special educational needs, including those supported at school action, school action plus and with a statement of special educational needs, is above average.
- A high proportion of pupils join and leave the school throughout the year, which means it has less stability than average.
- At the time of inspection, the school had three new teachers. The headteacher has been at the school for one year and a deputy headteacher took up post in September of this year.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by fostering pupils' enquiry and investigation skills in lessons.
- Use the current, very effective developments in leadership and management to support further the leadership in Key Stage 1 and in the Early Years Foundation Stage.

## Inspection judgements

### The achievement of pupils is good

- There has been a rising trend of achievement across the school over the past three years.
- The gap between the achievement of pupils known to be eligible for the pupil premium and the rest of the pupils is narrow and is closing rapidly.
- Progress for current pupils is good and scrutiny of their work indicates that their attainment is above average in English and mathematics.
- Pupils are well prepared for their next stage of education. They are given opportunities to solve challenging problems and to learn new languages. They have recently begun to learn Latin and enjoy their French lessons.
- Pupils also go on trips that enable them to learn about the history, environment and context of their community.
- Pupils and parents and carers feel that good progress and learning is taking place in the school and have been more evident in the last year. Teaching staff and senior leaders in the school believe that they are challenging their pupils with increasingly difficult work, to which the pupils respond well.
- Disabled pupils and those who have special educational needs receive good quality support and achieve well as a result. The use of smaller groups has been effective in promoting targeted and effective learning.
- Good quality support for those pupils who speak English as an additional language enables them to make good progress.
- The school encourages reading; the pupils have an interest in a range of books and share their enjoyment of reading with enthusiasm and confidence. Younger pupils and those that were less confident as readers showed how they used their knowledge of the sounds made by letters to help them work out more difficult words.
- Pupils learn quickly because they have developed skills over time that help them to ask the right questions. Newly acquired knowledge builds on a firm foundation of what they already know. Pupils are able to use story trails to help them write well and to use exciting adjectives and punctuation to make their writing interesting, thoughtful and creative.
- Pupils in the Early Years Foundation Stage make progress that is consistently good, especially in communication, language and literacy. They do very well when linking sounds to letters. Their physical development is becoming more rapid as more facilities are being provided for outside play.

### The quality of teaching is good

- The quality of teaching seen and evidence in pupils' work show that good teaching enables pupils to make good progress and to achieve well. Staff consistently create a positive learning environment.
- The majority of teachers have high expectations of the pupils and plan their lessons with insight and flexibility. They customise the lessons to suit the needs of their pupils and then personalise the materials to make sure every pupil can make progress.
- Where teaching is outstanding, teachers work very effectively to promote pupils' use of enquiry and investigation. This leads to rapid progress.
- Teachers have developed a secure understanding of the progress made by all pupils in each year, so that they clearly see the aspirations for their pupils. Teachers celebrate the progress that pupils make as they move through the school, and this helps to motivate pupils.
- The curriculum has a positive impact on teaching. Themed units are helpful for pupils to be able to build a deeper knowledge of topics, for example Victorian England.
- Teachers are able to assess accurately what the pupils are learning in each lesson and provide good quality feedback, which helps the pupils know how to make their work even better. Good questioning techniques encourage pupils to think for themselves and to share their ideas.
- In mathematics lessons, pupils made good progress as they discussed their findings and

processes with each other.

- Teaching assistants are enabled and empowered to play a crucial role in supporting good teaching and learning. All staff have warm and caring relationships with the pupils and encourage them to work independently and with confidence.
- Senior leaders know how well teaching and learning are happening in each class through careful and regular monitoring of lessons and results. Each pupil is tracked and the progress made is carefully and systematically analysed.
- Pupils said that their lessons were exciting and that learning was fun. Pupils are eager to explore new things and understand and make sense of the world around them.

### **The behaviour and safety of pupils are good**

- Pupils' preparedness for learning is a strength in this school. The Early Years Foundation Stage provides a good start in developing children's positive behaviour as children learn how to treat each other with respect and to feel for the needs of others. Pupils typically treat each other with care and kindness.
- Lessons are seldom disrupted by poor behaviour and the pupils are able to manage their own behaviour and make good choices to enable learning to continue. Their maturity is evident at all levels; they engage well with adults and are friendly, courteous and communicative.
- There have been no incidents of bullying or disrespectful behaviour recorded over the past year and there is evidence that behaviour has improved markedly over the last three years. Pupils have a secure awareness of the different forms of bullying but are confident in the school's ability to deal with any incidents should they occur.
- Pupils behave well both in and out of lessons. For example, Year 5 went on a learning walk to a local cemetery and behaved impeccably on the visit. They understood how to ensure their own safety and were good ambassadors for their school.
- Procedures in lessons and around the school encourage good social behaviour. Teachers seldom had to reprimand pupils and there are systems in place to ensure smooth movement between lessons.
- Pupils expressed a pride in the behaviour in their school and said that they all get on well, a typical comment being, 'We are more like a family than a school.' Parents and carers, staff and members of the governing body all supported the positive views of the pupils, and parents and carers were eager to express how much the behaviour had improved over recent years.
- The multicultural profile of the school enables pupils to have a respect and appreciation for each other's beliefs and cultural identities.
- Attendance rates meet the national average and punctuality to lessons is good.

### **The leadership and management are good**

- The staff are a cohesive team that works very well together, inspired by the visionary leadership of the headteacher.
- Professional development of each member of staff is thorough and is recognised by the staff as being enabling and empowering. Staff are appreciative of the many training opportunities that are afforded.
- Performance management is robust and thorough, giving the staff opportunities to progress and to develop their skills. Needs are collaboratively identified, discussed and specifically met through training and studying. As a result, the quality of teaching has improved since the previous inspection and continues to improve.
- The curriculum is exciting and is continuously being reviewed to include even more enrichment. It provides pupils with a wide range of learning opportunities and the pupils themselves have contributed to the planning of themes through the year. The school's good provision for spiritual, moral, social and cultural development is reflected in the maturity and sensitivity of the pupils.
- Literacy is incorporated into every aspect of the curriculum and is woven into the fabric of planning and lessons.

- Leaders have a thorough and accurate awareness of the school's strengths and areas for development. This is reflected in well-organised school development plans. Leaders are aware of the need to continue to build on recent successful developments to strengthen leadership further, particularly in Key Stage 1 and the Early Years Foundation Stage.
- The local authority provides light touch support and is very pleased with the good progress the school has made since the previous inspection.
- Safeguarding procedures meet statutory requirements.

■ **The governance of the school:**

Members of the governing body are very knowledgeable, proactive and clear in their expectations of the senior leadership. They consistently communicate high standards and ambition of teaching and learning. They monitor policies, pupil funding and budget very closely.

There is a waiting list as a result of their success and positive impact on the school and in the community.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	100331
<b>Local authority</b>	Hammersmith and Fullham
<b>Inspection number</b>	404723

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	233
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Charlotte Johnson
<b>Headteacher</b>	Julie Howarth
<b>Date of previous school inspection</b>	December 2010
<b>Telephone number</b>	020 8969 4497
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