

Kenmore Park Junior School

Moorhouse Road, Kenton, Harrow, Middlesex, HA3 9JA

Inspection dates 30–31 January 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and all staff work hard to provide a caring, happy environment to support pupils' learning. School leaders have effective systems for tracking pupils' progress and this helps to ensure that all pupils achieve well from their individual starting points.
- Teaching is good. Lessons are planned and delivered with care to make sure the needs of pupils are met well. Resources are designed to help pupils engage in and enjoy their learning.
- Behaviour is outstanding. Pupils are always ready to learn and behave exceptionally well. Relationships are excellent and pupils help each other to learn. They feel very safe in the school and believe they are very well looked after.
- The very high numbers of pupils for whom English is an additional language and those who come to school at different points in their education, including many from abroad, are well supported and make good progress.
- The promotion of social, moral, spiritual and cultural development is a strength of the school. Pupils have the opportunity to understand each other's backgrounds and cultures. They develop effective social skills and provide strong support for each other.
- Disabled pupils and those with special educational needs make good progress through well-designed support.
- Governors keep a close eye on how well pupils are achieving.

It is not yet an outstanding school because:

- The proportion of outstanding teaching is not high enough to ensure that all pupils make rapid progress. Teachers do not always give high-quality written feedback to pupils. On a few occasions, pupils are not clear about what they are expected to learn in lessons.
- Although there is some good practice in assessing pupils' progress and helping them to improve their work, this is not widespread across the school. Some guidance is not precise enough to help pupils move on to the next level in their work.

Information about this inspection

- Inspectors observed 22 lessons, of which nine were joint observations with the headteacher, two assemblies, registration, the breakfast club, break and lunchtimes.
- Meetings took place with staff, pupils, the Chair of the Governing Body, parents and carers and a representative from the local authority.
- Inspectors listened to pupils read.
- Inspectors looked at the school's work and documentation including information about pupils' achievement, safeguarding, attendance, self-evaluation, development planning and a scrutiny of pupils' work.
- Inspectors took into account the 11 responses to the online Ofsted questionnaire (Parent View) and those from the school's own parental surveys, as well as 22 questionnaires completed by staff.

Inspection team

Michael Merva, Lead inspector	Additional Inspector
Fatiha Maitland	Additional Inspector
Kanwaljit Singh	Additional Inspector
Elizabeth Cole	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized junior school.
- The proportion of pupils who come from a range of minority ethnic backgrounds is well above average.
- A well above average number of pupils speak English as an additional language.
- The proportion of pupils known to be eligible for additional support through funding provided by the pupil premium is above average.
- The number of disabled pupils and those with special educational needs supported at school action, school action plus, or with a statement of special education needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment.
- The school provides a breakfast club every weekday. . The local authority manage the after school clubs.. All other clubs such as the football and breakfast clubs are managed by the school. There is no alternative provision attached to the school.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by ensuring:
 - that all teachers give consistently high-quality written feedback to pupils
 - that pupils are always clear about what they are expected to learn in lessons
 - the further development of the high-quality assessment practices found in the school to ensure that all pupils know precisely how to improve and move on to the next level in their work.

Inspection judgements

The achievement of pupils is good

- By the end of Year 6, pupils, including those with English as an additional language and those from minority ethnic backgrounds, make good progress and achieve well. From below average starting points, they make good progress in English and mathematics. Pupils' achievement is carefully monitored and has improved since the previous inspection. Attainment is broadly average.
- Pupils make good progress in reading from their starting points. Attainment in reading is broadly average and improving. Due to effective strategies, pupils are confident and accurate readers. They choose appropriate books from an interesting range and take great enjoyment from reading.
- Disabled pupils and those with special educational needs make good progress. Their needs are well identified and their progress tracked at regular intervals. Effective support is put into place to help meet their needs. In a Year 6 mathematics lesson, a member of support staff used careful explanations and visual resources to help targeted pupils understand the concept of telling the time. This helped them to make good progress.
- The needs of pupils arriving during the school year are very carefully assessed. Many come from abroad with little English. The school puts into place a wide range of supportive measures to help them settle in and access learning. As a result, they make good progress.
- Pupils eligible for support through the pupil premium make good progress. The average points score of these pupils is below those of other pupils in the school and similar to their peers nationally. Strategies, including additional help in lessons and further learning opportunities, are helping to narrow the gap in achievement between these pupils and other pupils in the school.

The quality of teaching is good

- The quality of teaching over time is at least good, with a proportion that is outstanding. This contributes to the good achievement of the pupils.
- Lessons are very well planned and imaginatively delivered. Activities are well timed so that pupils are fully engaged and are able to check and review their learning before moving on.
- Teaching is well designed to support the development of literacy skills. For example, in a Year 4 English lesson pupils were able to take part in a wide range of activities including presentation and group reading skills. As a result, all pupils were able to successfully access the learning and make good progress.
- Teachers have high expectations and carefully plan work to meet the full range of pupils' needs. Tasks designed to stretch higher ability pupils are a feature of all lessons. In a Year 6 mathematics lesson, pupils were given the opportunity to explore the concept of probability at a high level in a range of engaging and imaginative activities relevant to their experiences. Outstanding progress was made by all pupils.
- Additional adults are well used to support learning. They work carefully with a range of pupils to help them learn. In a Year 4 literacy lesson, well-prepared resources and support enabled pupils with special educational needs to participate fully. This helped them to be included in the learning and make good progress.
- Reading is taught well across different subjects. Pupils read confidently and accurately during the many opportunities in lessons. Books are well chosen to meet the interests of all pupils.
- Pupils' progress is carefully checked in lessons. However, just occasionally, pupils are not clear about precisely what they are expected to learn. Much of the guidance given to pupils on how to improve is of high quality, but there is inconsistency across the school and not all pupils receive guidance that helps them to understand how to move on to the next level in their work.

- Some marking in books is of a very high standard, but this quality of written feedback is not consistent across the school.

The behaviour and safety of pupils are outstanding

- Pupils display excellent attitudes to learning at all times. They enjoy their lessons and always engage in their work. They work extremely well together and support each other effectively. Newly arrived pupils are welcomed by others who are keen to help them with their learning.
- Pupils are very clear that bullying is not a concern. They are well aware of what bullying is and of its different forms. For example, they understand the threats posed by cyber bullying. This is well supported by activities such as anti-bullying week. Pupils say that racist incidents are non-existent and relationships across ethnic groups are excellent.
- Pupils feel safe and happy at school. They know where to go if they have problems and are confident they will receive strong support.
- Adults manage behaviour very well. The behaviour code of practice is prominently displayed throughout the school and the behaviour policy is positively written to reflect a caring and supportive community. There have been no exclusions over the previous two years. During lunch and break times pupils readily take responsibility for their own behaviour.
- Attendance is average, but the school is having success implementing strategies to improve the attendance of some 'hard to reach' groups. Strategies to reduce the number of holidays taken in term-time have improved attendance over time.
- The recently introduced breakfast club provides pupils with a good beginning to the school day. It is well organised, carefully supervised and fully supported.

The leadership and management are good

- The headteacher and all staff work closely together to promote a happy and caring environment. They all view the school as welcoming and supportive.
- The school has an accurate view of its strengths and weaknesses. Documents clearly describe areas for development and include details of how the school will address them.
- The local authority provides light touch support to this good school. It is also providing on going support for writing which was an area for improvement in the previous inspection. This support, together with careful curriculum development, has resulted in improvement in this area.
- Lesson planning has been refined to include clearly defined tasks for the more able pupils. Since the last inspection, the school has improved writing and the quality of planning. As a result, outcomes have improved and the school is demonstrating its capacity to improve further.
- The school's systems for checking the quality of teaching are accurate and verify that teaching over time is good. There are clear links between these systems and the procedures for managing teachers' performance. The governing body is fully involved in the performance management process and reviews staff targets, which are linked to the school's priorities. Performance management is effectively implemented and fully linked to teachers' pay progression.
- The school works effectively to engage and support parents and carers. It provides family literacy and numeracy classes, a basic English course for parents and carers and a weekly newsletter. Consultation evenings include an initial induction element and parents and carers readily engage with the school's 'open door' approach. Responses from Parent View and discussions with parents and carers indicate that they are pleased with all aspects of the school.
- The range of subjects and activities provided is carefully planned and imaginatively delivered with very strong links between the different subjects. There is a wide range of additional

learning opportunities, such as engagement in music, including opera, a range of sports and a residential week. The school also arranges themed events, for example, a science workshop at Imperial University and Roman and Viking days. Trips include those to the Royal Air Force Museum and the National Gallery.

- Social, moral, spiritual and cultural development is a powerful element of the school. Social development is very evident and based on a consistently high standard of behaviour and mutual support. In one assembly pupils were able to consider what it might be like for new arrivals in Britain and how to support them. They were able to reflect on this theme, reinforced by singing a hymn entitled, 'I want to be your refuge.' The school provides a wide range of cultural opportunities and pupils express very friendly and welcoming attitudes at all times.
- Safeguarding meets statutory requirements.
- The school tackles discrimination well. The curriculum and lessons are carefully structured to make sure that all pupils have equal opportunity to progress. There are effective systems to ensure that pupils from a wide range of backgrounds get on very well together and form very positive relationships.
- **The governance of the school:**
 - The governors know the school well and accurately monitor and appraise its work. They have an accurate view of the quality of teaching and pupils' achievement and help to make sure that all pupils do equally well. Governors monitor teaching and ensure there are clear connections between teachers' performance and pay. They scrutinise the use of additional funding provided through the pupil premium. The governing body has systems in place for safeguarding to ensure that statutory requirements are met. Governors regularly review policies and processes to make sure effective procedures for risk assessment are in place. They scrutinise the school's financial resources to ensure that these have a positive impact on pupils' progress. The governors have undertaken training, including that relating to governor induction, child protection and safeguarding.

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

Unique reference number	102193
Local authority	Harrow
Inspection number	402878

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	359
Appropriate authority	The governing body
Chair	Catherine Kittredge
Headteacher	Michael Baumring
Date of previous school inspection	10–11 January 2008
Telephone number	020 8204 6294
Fax number	020 8905 0368
Email address	office@kpjs.harrow.sch.uk

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