

Lena Gardens Primary School

Inspection report

Unique Reference Number	100333
Local Authority	Hammersmith and Fulham
Inspection number	276290
Inspection dates	27–28 April 2006
Reporting inspector	Kathryn Taylor

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 on roll	
School	
Appropriate authority	The governing body
Chair	Mrs Alex Robson Mr Calum Fairley
Date of previous school inspection	Not previously inspected
School address	Lena Gardens London W6 7PZ
Telephone number	02076034043
Fax number	02076033450

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is of average size. It is ethnically very mixed. The largest groups are Black African, Caribbean and White. One fifth of pupils are at the early stages of learning English. The proportion of pupils with learning difficulties is slightly above that in most schools. A very high proportion, two thirds, is eligible for free school meals. Pupil mobility is fairly high. The school receives additional funding as part of Excellence in Cities.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

- Develop more rigorous systems for monitoring and evaluating the school, linking this better to school improvement planning
- Raise standards in mathematics
- Strengthen teaching and address any weaknesses
- Improve assessment of attainment on entry to school and use data more effectively track pupils' progress

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Teaching and learning are satisfactory overall. School records and inspection evidence show some variation in all key stages. Some teaching is consistently outstanding, but other teaching is weaker and sometimes inadequate. Teaching is strongest in English and at the end of Key Stages 1 and 2.

Foundation Stage teaching is enthusiastic and effectively engages pupils. Opportunities to develop speaking and listening are used well. Independent activities are not always considered carefully enough to ensure adults know how they might extend pupils' learning. General strengths in teaching elsewhere include positive behaviour management and very good relationships with pupils. Teachers prepare well and use interesting methods to help pupils learn. Stronger teaching has a brisk pace and involves pupils so that they see the relevance of activities to their learning. In weaker lessons teachers are less good at involving pupils in dialogue and expectations about learning are sometimes unclear. Staff have received training in 'assessment for learning' strategies, which are embedded in some, but not all classes. Expectations of potentially higher attaining pupils are sometimes not high enough. Marking is generally conscientious and provides good feedback to pupils.

Curriculum and other activities

Grade:

The overall curriculum is good. It meets pupils' needs well, develops English skills very well and celebrates and reflects pupils' diverse ethnic backgrounds. Good attention is given to staying healthy and safe. Provision for pupils with learning difficulties is good, as is that for pupils learning English. Gifted and talented provision is satisfactory, with strengths in project work often linked to Excellence in Cities initiatives. The Foundation Stage curriculum incorporates a good range of indoor and outdoor activities. That for Key Stages 1 and 2 meets all requirements, and additionally includes specialist music provision and a modern foreign language.

Extra-curricular activities, including visits and visitors are good. A good number and range of after-school clubs are well attended. These provide very good opportunities for pupils to develop self-confidence, work in teams and show initiative.

Care, guidance and support

Grade:

The headteacher and all staff know pupils very well. They go out of their way to support them, and they maintain good links with external agencies in this regard. This is why pupils settle into school quickly, pupils new to English make good progress in acquiring English, and pupils with learning difficulties progress well. The school successfully includes pupils with significant behaviour difficulties. The learning mentor is a key figure in addressing disaffection. He works very hard to discover what motivates pupils. By way of incentive he has provided a well-equipped recording studio that benefits individuals and the whole school.

Staff and governors ensure the school is safe. Risk assessments are undertaken regularly. Child protection procedures are well established. The school is currently liaising with parents to review an earlier decision not to teach sex education in school. The school has much information about pupils' progress and attainment and regularly set targets for pupils. Nevertheless, there are weaknesses in tracking pupil progress, especially between Nursery and Year 2.

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

Pupils

We really enjoyed talking to you and finding out about your school. Thank you for being so helpful and making us welcome. We think there are many good things about your school, and some areas than can be improved.

These are the things we especially liked about Lena Gardens* Everyone who works in the school makes sure that pupils, families and visitors are made very welcome.* You are friendly, polite and helpful and your behaviour is good.* You show respect for adults and each other and get on really well together.* Your headteacher, teachers and other staff really care about you. You told us that they work hard to make sure you are safe and happy at school.* The staff provide many interesting activities that ensure you enjoy school and lessons.* Standards are improving and you make particularly good progress in English.

We know everyone wants to do better and we have suggested some things to help * Some teaching could be even better to help you learn more.* We want you to work really hard at your mathematics so that standards are higher.* We have suggested that your work and lessons should be looked at more regularly by some of your senior teachers, so that they can see where other improvements can be made to the school.* We have asked the staff to be clear about the standard of your work when you start school, and to check your progress as you move up the school. We would like to wish you lots of success in your future education.

With very best wishes,

Kathryn Taylor

Lead Inspector