



# Kenilworth Primary School

## Inspection Report

**Unique Reference Number** 117183  
**Local Authority** HERTFORDSHIRE  
**Inspection number** 290748  
**Inspection dates** 19–20 September 2006  
**Reporting inspector** Mrs. Jacqueline Marshall

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

<b>Type of school</b>	Primary	<b>School address</b>	Kenilworth Drive
<b>School category</b>	Community		Borehamwood
<b>Age range of pupils</b>	3–11		Hertfordshire WD6 1QL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02089533459
<b>Number on roll (school)</b>	220	<b>Fax number</b>	02082072673
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr. Brian Chandler
		<b>Headteacher</b>	Mrs. Rosie Landa
<b>Date of previous school inspection</b>	Not previously inspected		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
3–11	19–20 September 2006	290748

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Kenilworth Primary School is an average sized primary school serving an urban community in Hertfordshire, on the outskirts of London. Over the past twelve months the school has experienced staff turbulence, some permanent and some as the result of staff absences. The school is currently managing the absence of one teacher on maternity leave. Attainment on entry to the school is below the expected levels for pupils the same age. The majority of pupils are of White British heritage. The school has a greater than average proportion of pupils joining at times other than when they first start at school. These include a significant number of children from overseas, almost all of whom are in the early stages of learning English. As a result the school's proportion of pupils whose first language is not English is greater than that found nationally. An above average proportion of pupils are eligible for free school meals. The proportion of pupils with learning difficulties and disabilities is in line with the national average.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school with outstanding features. It provides an effective education for all its pupils and gives good value for money. The level of care, support and guidance for pupils is good. Children get off to an absolutely flying start in the nursery and reception classes where staff's 'attitude and attention from day one is fantastic'. This, alongside the school's priority of ensuring all children settle quickly into the school whenever they join, is a key factor in establishing good behaviour, positive attitudes to learning and good personal development. Pupils and parents alike praise the school's 'very friendly' atmosphere; no mean feat with pupils regularly joining from a wide range of cultural backgrounds. The first-rate provision in the Nursery and Reception classes is a direct result of the excellent leadership and management offered by the Foundation Stage leader. She has led by example and the use made by her team of checks to see how well each child is doing, is outstanding. These checks have become second nature and inform every part of lesson planning so teachers know exactly what will help each child to make good progress. Parents have the highest praise for the 'extremely approachable' staff and children settle very quickly in the very well managed and resourced learning environment. As a result of this excellent start to their learning children achieve well and start in Year 1 with the knowledge and skills expected for children of their age. However, because many children start at the school with limited skills in speaking English the school places great emphasis on enabling pupils to speak clearly, fluently and with confidence. Throughout the school all groups of pupils achieve well and make good progress because teaching is effective and the good curriculum is well planned to support pupils' learning, whatever their needs. Standards at the end of Year 2 which have been falling recently rose in 2006 and are now average. By the time pupils leave the school at eleven they attain above average standards in English and mathematics. Standards in science are average because some pupils, particularly the more able, could be stretched even more, particularly in how they use what they have learnt and in demonstrating their understanding using the correct subject specific words. As a result of the strong leadership of the headteacher, all leaders, including the governors, have a clear understanding of the school's strengths and weaknesses. The headteacher has managed recent changes in staff effectively, keeping very good relationships with parents and maintaining pupils' positive attitudes and good behaviour. However, some inconsistencies remain in the quality of teaching. Consequently the school has been cautious in judging some aspects of its overall effectiveness. Leaders are aware of the need to monitor and evaluate teaching even more rigorously to make sure all lessons are planned sufficiently well to provide appropriate challenge for all pupils and that practice is consistent across the school.

### **What the school should do to improve further**

- Raise standards in science by ensuring all pupils have sufficient opportunities to explain their ideas and develop their scientific skills.
- Raise achievement by improving the quality and consistency of teaching and learning across the school to the level of the best.

## **Achievement and standards**

### **Grade: 2**

The achievement of all groups of pupils, including those with learning difficulties and disabilities and those at the early stages of learning English, is good overall and pupils reach standards above the national average by the time they leave at eleven. Children's skills and knowledge as they start in the nursery is below national expectations and well below in their speaking skills. Because of the extremely effective checks made by staff in the nursery and reception to see how well children are doing, lessons are planned expertly giving children just what they need to improve. Consequently, progress is good and children start Year 1 with standards broadly in line with national expectations, though slightly below average in their speaking skills. Progress in Years 1 and 2 has been unsatisfactory in recent years due to underachievement in Year 2, with pupils reaching standards well below the national average by the end of Year 2. In 2006 Year 2 pupils achieved average standards overall. Improvements in the quality of teaching have been maintained and pupils currently in Years 1 and 2 make good progress. In Years 3 to 6 progress overall is good but due to difficulties in recruiting teachers there are weaknesses in the quality of teaching for the youngest pupils. As a result progress made by these pupils is not as good as that made by the oldest, where achievement in lessons is good and sometimes better. By the end of Year 6 in 2006, pupils met their targets and maintained the school's above average standards in English and mathematics. Results in the science tests were less strong, with fewer pupils reaching the higher Level 5.

## **Personal development and well-being**

### **Grade: 2**

Personal development, including spiritual, moral, social and cultural development, is good. This is reflected in pupils' enjoyment, positive attitudes and good behaviour. Right from the start in the Nursery and Reception classes, they quickly learn to share and help one another because of the focus on developing these skills. The pupils stress this as a key factor why they enjoy school, explaining 'we get along really well' and 'it's a very friendly school'. Pupils enjoy taking responsibility and are proud to have an impact on the life of the school by being members of their school council. They have a good understanding of the importance of a healthy lifestyle and staying safe. They gain a good economic understanding through the effective development of their basic skills, particularly the use of information communication technology (ICT). Whilst attendance figures remain below average, the school does all it can to improve attendance for individuals.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning is good overall. Teachers plan interesting activities that ensure pupils behave well and enjoy lessons, or as one Year 1 pupil explained, 'I love all of it, everything, it's all fun'. Teachers are good at asking questions that encourage pupils to think about their learning and give reasons for their answers but sometimes miss opportunities for them to develop their ideas using, for example, appropriate scientific language. Teaching assistants support learning effectively, whether it is within the classrooms or in small groups, because they are well skilled and work closely with teachers to plan their work. Recent changes in teaching staff have improved the overall quality of teaching. However, some inconsistencies remain, namely in how effective teachers are in using assessment and pupils' targets to plan activities that challenge and help all pupils to make good progress. The quality of marking is good overall, showing pupils the next step in their learning.

### Curriculum and other activities

#### Grade: 2

The school provides a good, enriched, well planned curriculum. French lessons, visits, visitors and extra-curricular activities ensure pupils' learning is exciting and play a part in motivating pupils' so that they have good attitudes to learning and behave well. The school's work in relation to personal, social and health education effectively support pupils' overall development and their understanding of how to be safe and healthy. The curriculum is skillfully constructed so that pupils' basic skills are well developed. A noteworthy feature is the focus on using ICT to support learning in other subjects. Opportunities to reinforce and extend pupils' speaking skills can sometimes be missed, as can opportunities to stretch the more able in developing their scientific skills. The school is working hard to make further improvements.

### Care, guidance and support

#### Grade: 2

Care, guidance and support are good. Child protection and health and safety procedures are well understood by all, and any pupils who are at risk are quickly identified and supported effectively. Pupils say that they feel safe and know who to turn to if necessary. Support for pupils with learning difficulties and disabilities and for those at the early stages of learning English, including involvement of outside agencies and parents, is good. The school has developed good procedures which enable it to track pupils' progress carefully through each year. Overall, information gained is being used effectively by teachers in order to provide pupils with challenging targets and plan further work. However, this is not as consistent as it should be; especially in relation to setting high expectations for pupils in Years 3 and 4.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher has a clear vision which is shared by staff and governors. Everyone is striving to improve the school but they are determined to ensure that it will remain a place where every child matters. Leaders analyse data and monitor teaching to see where it is best and what needs to be improved. Appropriate actions are taken to address any weaknesses though even more rigour is needed to ensure consistency of practice across the school. Consequently they have a good, though cautious, understanding of the school's overall effectiveness. They know what is needed to take the school forward and have demonstrated a good capacity to improve the school further. Governors are actively involved within the school with their 'governor of the month' and are taking increased responsibility for the checks the school makes to ensure it is doing well enough. The school takes into account the views of parents and other stakeholders, resulting in the vast majority responding very positively when asked about the effectiveness of their school.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
---	-----------------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

20 September 2006 Dear Children Kenilworth Primary School, Kenilworth Drive, Borehamwood, Hertfordshire, WD6 1QL Thank you for talking to us and showing us your work when we visited your school. We are pleased to hear that you like school and that the grown-ups are kind and look after you well. We think that they are good at helping you to know just what you have to do to keep healthy and what to do if you have any problems. We were happy to hear that there are plenty of things for you to enjoy at playtimes and lots of exciting things to take part in. We think you are polite to adults and each other and behave well around school, making everyone in your school feel welcome. Kenilworth is a good school. In order to make your learning even better we have asked the adults at your school to: - make sure you are always given lots of opportunities that stretch you to do your very best - make sure you are given lots of opportunities to explain your answers and ideas using the right words in science. Thank you again for helping us with our work. Yours faithfully Mrs J Marshall Lead inspector