

Kenmont Primary School

Inspection report

Unique Reference Number	100331
Local Authority	Hammersmith and Fulham
Inspection number	307359
Inspection dates	3–4 March 2008
Reporting inspector	John Horwood

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	217
Appropriate authority	The governing body
Chair	Mrs C Johnson
Headteacher	Miss E Laikin
Date of previous school inspection	29 September 2003
School address	Valliere Road London NW10 6AL
Telephone number	020 8969 4497
Fax number	020 8968 0839

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average size school serves an inner-city area in London. The majority of pupils are from minority ethnic groups mainly of African and Caribbean backgrounds. 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. About one in every 20 pupils is from a refugee or asylum seeker family. The number of pupils eligible for free school meals and those who receive support for their special educational needs is above average. The numbers of pupils who join and/or leave other than at the normal times are similar to the national average but reducing. The school has obtained several awards including Activemark, as well as achieving Healthy School status. The previous substantive headteacher left in December 2006 after which there were three interim/acting headteachers until the current headteacher took up her post in January 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory education for its pupils. Governors have shown determination in supporting the school and their skills and knowledge have developed well. They have steered the school through a difficult period and they are providing good support to the new headteacher. The school has been supported well by the local authority. Parents are very supportive of the school and one commented, 'staff have done a superb job in keeping the school running without a headteacher'. Although only in post since January, the new headteacher has gained a good understanding of what needs to be done and has worked well with the existing staff to identify agreed objectives. Although she identified some weaknesses in middle management the issue is already being addressed by giving them time to carry out their management duties and enabling them to develop their skills. The actions she has taken have provided a secure base of satisfactory leadership and management from which the school can now move forward. It has demonstrated a satisfactory capacity to improve.

Children enter the Foundation Stage with skills and abilities which are below expected levels. Standards in the school vary between different year groups. Pupils in Year 6 are working at standards in line with the national average. This is because the older pupils make more rapid progress. Standards in some other classes are lower but the school does not have an accurate picture of the situation. This arises because the school recognises that progress through the school is uneven but does not have accurate information. The formal monitoring and tracking of pupils' progress is inadequate and this prevents challenging targets being set to help raise standards. Records of lesson observations, supported by observations during the inspection, show that children in the Foundation Stage make satisfactory progress. The same records show that in the main school, until recently, there was inadequate progress in some classes. The headteacher has already started introducing procedures to rectify this and now all pupils are making at least satisfactory progress. Achievement is therefore satisfactory overall.

Teaching and learning are satisfactory with much of the teaching improving as a result of improved systems to monitor and support teaching. The curriculum is satisfactory and reflects the cultural diversity of the community it serves. The academic guidance is limited because accurate assessment data is not available in the classrooms to help the teachers match the work to pupils' abilities. Staff have good relationships with pupils and provide good support in lessons. Pupils with specific educational needs and those with English as an additional language are well supported in a caring environment.

Pupils' personal development is good. They enjoy school. They are cared for well and so feel safe. They take advantage of the sporting activities and healthy food available to them and are well aware of ecological issues. Their positive attitudes and good behaviour result in a harmonious environment where they all work and play together. Whilst most pupils attend regularly, not all parents ensure their children arrive to school on time. Pupils' good contribution to the community is reflected by one parent who said, 'the school does so much for the local community and for charities'. The average standards attained by the time pupils leave this school ensure that they are satisfactorily prepared for later life and their economic well-being.

Effectiveness of the Foundation Stage

Grade: 3

Children's standards when they enter the Foundation Stage are below expectations with particularly low skills in literacy and language. All children, including the high proportion who are new to English, are making satisfactory progress in lessons where teaching is at least satisfactory. Standards at the end of the Foundation Stage are still below those expected for their age. Children settle well into the daily routines of the class helped by the effective links the school has with parents. Children are happy and enjoy their learning. They learn to co-operate with each other and work together well. Relationships are good between children and with adults.

Inadequacies in the leadership and management of the Foundation Stage are now being addressed. Until very recently, there was no system for assessing children and recording their progress. This makes it difficult for teachers to accurately know what children need to do to improve further and to set work that matches their abilities. Planning has improved recently with regular support from a specialist adviser. Now, indoor and outdoor activities are planned, reflecting the areas of learning. Resources are generally satisfactorily used to develop children's independent learning skills but adult-intervention in their learning is often limited.

What the school should do to improve further

- Establish effective systems in Years 1 to 6 for tracking and monitoring the progress made by pupils.
- Through further professional development, enable staff in the Foundation Stage to understand how to assess children's knowledge and ability so that they can match activities to the needs of all pupils.
- Ensure the quality of marking and the use of assessment data are used to provide good guidance to all pupils to help them achieve challenging targets.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Children enter the Foundation Stage with skills and knowledge below expected levels and make satisfactory progress. Data about progress is limited within the school. The school's monitoring shows that there have been weaknesses in the teaching which accounts for some of the slower progress. In some years this meant that standards in the end of Year 2 assessments were exceptionally low. These weaknesses are now being remedied. However, pupils in the current Year 2 and the current Year 3 still have below average standards. In the 2007 tests for Year 6 pupils, standards were in line with the national average. These pupils made good progress overall. However, the evidence from lessons confirms the school's view based on their own lesson observations that progress is currently satisfactory overall with more rapid progress in Years 5 and; 6.

Personal development and well-being

Grade: 2

The school operates as a harmonious community where pupils can enjoy their learning. The spiritual, moral, social and cultural development is good overall with pupils having good attitudes to learning, good relationships, showing respect and being well mannered in a school where there is a rich cultural diversity. Recently introduced procedures to promote good behaviour have been effective. Behaviour in lessons is good, ensuring that all pupils can learn in a safe and happy environment. Bullying and racial incidents are extremely rare but if they occur are dealt with well. There have been a few short-term exclusions resulting from a raising of expectations. A number of pupils arrive late for school but the school has introduced rigorous procedures to encourage parents to bring the children on time. It is too soon to say whether the new measures are effective.

Quality of provision

Teaching and learning

Grade: 3

There has been some ongoing difficulty with recruitment but all the teachers appointed within the school are delivering at least satisfactory lessons and some significantly better ones. The impact of the better teaching since the start of the year is beginning to show. Teachers have good subject knowledge and pupils' good behaviour and positive attitudes to learning ensure that all pupils can learn and make at least satisfactory progress. Teachers are generally clear on their expectations and pupils are keen to participate and take on responsibilities during the lesson. Generally, there is a failure to match tasks well enough to pupils' abilities and more able pupils are often not challenged. This is because teachers do not have access to a secure and accurate record of the pupils' attainment. However, in the best lesson there were high expectations and there was on-going challenge for all pupils. This was possible because the teacher was a well-established teacher within the school who was well aware of pupils' abilities without the need for formal records. Marking of work is variable in quality and the use of targets is underdeveloped.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and there is a good contribution by a wide range of well-supported, extra-curricular activities. It is broad and reflects the cultural diversity of the community it serves but does not fully meet the needs of the full range of abilities of pupils. Provision for pupils who need extra help with their learning is satisfactory. Safe and healthy lifestyles are promoted effectively through the Healthy School programme. There is much enjoyment and creativity within the curriculum. The school provides a good range of enrichment activities to interest pupils and enhance their personal development. Pupils regularly visit museums, galleries, theatres and places of interest, linked to the subjects of the curriculum. Pupils in Year 6 learn French and the good provision in arts, music and drama supports pupils' cultural development well. The use of literacy, numeracy and information and communications technology in other subjects is not planned across the school to ensure optimum use of these skills, particularly to improve writing.

Care, guidance and support

Grade: 3

Daily procedures to ensure that pupils are looked after are good and this is reflected by pupils' personal development being good. The school is a well-maintained and safe place. Risk assessments are in place for school journeys and off-site activities. Procedures to support vulnerable pupils are all in place including appropriate links with external agencies. Records for these pupils have been kept up to date during recent leadership changes. Although there is not currently a full time coordinator for pupils who need extra help with their learning these pupils are well supported. Academic support and guidance in the classroom is satisfactory. Inadequacies in monitoring and tracking pupils' progress prevent teachers being secure in knowing what progress has been made in the past.

Leadership and management

Grade: 3

The new headteacher has had an immediate impact on motivating staff and putting in place management systems that have been missing or were ineffective. Governors have developed into a knowledgeable and active group who are determined to drive the school forward. Middle managers, whose role was underdeveloped, have now been given time to do their job and systems introduced to ensure accountability. Their professional development is now being supported. The local authority is supporting the leadership team well and with its help the leadership and management is satisfactory whilst suitable appointments are made to fill vacancies in the leadership team. There is a shared vision within the school and staff are working together to address the areas of weakness in the school. Foundation Stage leadership is being well supported by the local authority but currently the impact is not sufficiently evident. Because of the inadequate tracking and assessment systems targets are not used effectively to raise standards.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

13 March 2008

Dear Pupils

Inspection of Kenmont Primary School, London, NW10 6AL

Thank you for making us so welcome when we visited your school. We both enjoyed being at your school, meeting with your teachers and talking to you during the day. Your school is providing you with a satisfactory education. These are our main findings.

- Most of you behave well and that means you can all enjoy your learning and your play.
- You enjoy school and you feel safe.
- You like coming to school but sometimes your parents do not always get you there on time.
- Relationships in the school are good.
- In the Foundation Stage, teachers need to know how to determine how much you know and understand.
- Your progress is not followed closely enough by the senior management team, and they cannot quickly identify those who are not doing as well as they should.
- Teachers need to have more information about your previous progress and current knowledge so that they can give you challenging work.
- Those of you who find work difficult are given satisfactory help in lessons.
- You get a good range of extra-curricular activities such as clubs and school journeys.

In order to help the school improve and become even better, we have asked the staff to:

- help you make more progress by making sure that all the work you do is at the right level, especially for those who find learning easy
- establish good systems to monitor how much progress you are making to help them plan any help you may need for the future
- help improve the management skills within the Foundation Stage.

You can do your bit by working as hard as you can in lessons to get to targets that the teachers will be setting you.

We wish each one of you every success and happiness in your future education.

John Horwood

Lead Inspector