

Lena Gardens Primary School

Inspection report

Unique Reference Number	100333
Local Authority	Hammersmith and Fulham
Inspection number	323259
Inspection dates	9–10 July 2009
Reporting inspector	Madeleine Gerard

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	216
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Ms Sue Jeffreys
Headteacher	Mr Calum Fairley
Date of previous school inspection	27 April 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Lena Gardens London W6 7PZ
Telephone number	020 7603 4043
Fax number	020 7603 3450

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Lena Gardens Primary is an average-sized primary school. Pupils come from a wide variety of different backgrounds, with Black African, other White and Black Caribbean being the largest minority ethnic groups. The proportion of pupils with learning difficulties and/or disabilities is above average. The proportion of pupils learning English as an additional language is much higher than average and the majority of them are at an early stage of learning English. Far more pupils than usual join and leave the school at other than the usual times. While staff turnover has been high over recent years, there have been few staff changes this year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Lena Gardens Primary is a good school. Pupils are happy and develop good personal skills because the school provides an inclusive environment. One parent represented the views of many by saying, 'My daughter loves going to school.' Opportunities to make a contribution to school life by taking on responsibility in the eco and school councils help to develop pupils' social skills. Participation in a wide range of performances in the school and at local cultural centres encourages pupils' self-confidence. For example, all pupils were involved in a musical show as part of the school's recent eightieth birthday celebrations. Pupils are rightly proud of their successes in sporting competitions with other local schools. This, together with sports activities, including cricket on Friday afternoons and a variety of clubs, promotes pupils' positive attitudes to keeping fit and healthy. Pupils behave well in class and around the school. Relationships are positive. The school works hard to ensure that pupils are well cared for and that all pupils, including the most vulnerable, are well supported. A parent commented, 'There are some great male role models for the boys at the school.'

Children join the school with a range of skills and capabilities but, generally, attainment on entry is below the expected levels. Their communication, language and literacy skills, and their personal, social and emotional development, are particularly weak. Children make good progress in the Early Years Foundation Stage to reach the expected levels by the start of Year 1. By the end of Year 2 and Year 6, pupils reach broadly average standards. Tracking data show that, in the past, rates of progress were uneven between some classes. This, together with the high numbers of pupils joining and leaving the school part-way through their education, has adversely affected standards in end of Year 2 assessments and in Year 6 national tests in the past. The school's own recent assessment information, and work in pupils' books, show that pupils are making consistently good progress through the school. This is due to a reduction in the number of changes in staff and increased monitoring of provision. Good progress in basic skills, and strengths in personal and social skills, ensure that pupils are well prepared for the next stage in their education.

Teaching and the curriculum are good and academic guidance is satisfactory. Pupils appreciate the variety of tasks they are given. They enjoy opportunities to discuss their ideas in pairs and to use computers in their learning. Additional adults work closely with teachers and play an active part in supporting learning, working particularly with those pupils who need additional help in class. However, as the school recognises, there is a wide range of abilities in most classes and some pupils are occasionally given tasks that are not sufficiently challenging. Marking and target setting do not always ensure that all pupils know how to improve their work.

Senior leaders have a shared vision for the school. They have worked hard to raise achievement through the school and have successfully united staff. Consequently, the capacity to make further improvements is good. Initiatives include enhancement of the teaching of phonics in Years 1 to 3, increased opportunities for pupils to develop their speaking and listening skills, and more planned tasks to develop pupils' reading and writing across a wide range of subjects. Self-evaluation is good but some recently appointed middle and phase leaders have not been in post long enough to have developed their roles or to take a systematic part in monitoring the quality of provision in order to bring about further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The Early Years Foundation Stage is well led and managed and the proportion of children meeting the goals expected for five-year-olds has risen over recent years. Writing and reading outcomes, which have been weaker than other aspects, have improved because the school has rightly focused on teaching these literacy skills. Arrangements for children's welfare are good and include individual visits made by staff to children in their homes before they start school. However, early procedures to assess children's skills and capabilities when they join the school are not consistent across Nursery and Reception. This means they are not always fully effective in swiftly identifying children's individual learning needs. Well-established routines help children to settle into the Early Years Foundation Stage. For example, in the Nursery, at the start of the day, children are encouraged to register their attendance by finding their name written on a card and putting it next to their photograph. This fosters their independence and their literacy. Detailed records of ongoing observations are kept. There is an appropriate balance between adult-led tasks and opportunities for children to select activities in all six areas of learning, both inside and in the outdoor areas.

What the school should do to improve further

- Use information from assessments, tracking and marking to plan work that provides consistent and suitable challenge, and ensure that pupils know how to improve their work.
- Develop the roles of leaders and managers at all levels in monitoring the quality of provision closely in order to bring about further improvement.

Achievement and standards

Grade: 2

The school's own assessment information and work in pupils' books show that all groups of pupils are making good progress through the school from starting points below those expected for their age. This is in contrast to recent years when progress had been only satisfactory. Although the number of pupils joining and leaving the school throughout Years 1 to 6 remains considerable, sustained improvements in provision and fewer changes of staff are helping to ensure that pupils achieve well. Consequently, although standards in provisional assessments and results in national tests in 2009 remain average, more pupils are reaching above-average standards, particularly in mathematics. Pupils learning English as an additional language, those who need extra help in order to concentrate on their work and those who receive additional support with their learning make good progress as a result of the help they receive.

Personal development and well-being

Grade: 2

Pupils have a good understanding of healthy lifestyles, as the school's Healthy School Status and success in achieving the Activemark reflect. Many pupils walk to school, arrive on scooters or come by bike. Paper is collected for recycling in each classroom. The eco council takes the lead in turning off lights that are not needed and computers that are not in use. Members of the gardening club look after the flowering pots in the playgrounds. Consequently, pupils have positive attitudes to taking responsibility for protecting their environment as the school's Eco-Schools Silver award shows. Cycling courses for older pupils, workshops led by the local emergency services and guidance to raise pupils' awareness of their personal safety support

pupils' good knowledge of how to keep themselves safe. Good gains in their spiritual, moral, social and cultural development enable pupils to show care and consideration for one another. Charity fundraising develops pupils' awareness of those less fortunate than themselves. The school has been successful in promoting regular attendance and, as a result, attendance has improved and is now satisfactory. Despite this, many pupils arrive late in school each day.

Quality of provision

Teaching and learning

Grade: 2

Teachers use effective approaches to encourage good behaviour in lessons and plan interesting tasks that motivate pupils well and ensure good progress. For example, in a Year 5 literacy lesson, pupils enjoyed playing the part of the Lady of Shalott and answering questions asked by other pupils about her life and death. Pupils appreciate well-planned opportunities to discuss their learning in pairs and small groups. This supports their good personal skills and helps to foster confidence and fluency in speaking. The good progress made by pupils who struggle with basic literacy and numeracy, or who need extra help to settle in class, is due principally to the extra help given by additional adults, who work effectively with individuals and small groups. However, there are sometimes inconsistencies in planning that lead to pupils being set work that is not closely matched to their specific needs.

Curriculum and other activities

Grade: 2

The good curriculum rightly prioritises literacy and numeracy. Pupils practise their writing across a wide range of other subjects, which enhances their literacy. However, there are few similar opportunities for pupils to apply and develop their numeracy skills across the curriculum. Joined-up handwriting is taught well and work in pupils' books is often neatly presented, reflecting their pride in their work. Themed events and a wide range of visitors to the school support pupils' good cultural awareness. Music is an area of particular strength and many pupils learn to play musical instruments and perform together. For example, the choir and school band participate in local performances and sing at a variety of local venues. A parent commented, 'Our children particularly enjoy the musical activities that the school has to offer.' There is a good variety of extra-curricular clubs, including street dance, computing and basketball. Pupils appreciate many visits to local places of interest, including residential visits to South Wales and Devon.

Care, guidance and support

Grade: 3

The quality of pastoral care is good, which makes a positive contribution to pupils' confidence and security. Procedures for safeguarding pupils' welfare, safety and health are rigorous and all members of staff are well trained. Effective procedures ensure that pupils settle quickly whenever they join the school. Through good links with a range of outside agencies, the school provides good support for pupils who need additional guidance. Steps taken to foster social and emotional development are effective. For example, whenever necessary, selected pupils are supported through individual and group activities with the learning mentor. Arrangements to support pupils who have specific learning needs, and those learning English as an additional language, are well managed and inclusive. Academic guidance is satisfactory. The progress

pupils are making is checked regularly and assessment data are helping the school to track how well pupils are achieving. Although this information is used well to identify pupils who need additional support, it is not always analysed precisely enough to ensure that it is fully effective as a tool to raise standards further. Marking gives feedback on strengths, but does not always make clear to pupils what they need to do to move up to the next level in their work. Some accurate and helpful target setting is helping pupils to make good progress but this is not consistent across subjects.

Leadership and management

Grade: 2

Senior leaders work closely together and have a good understanding of the school's strengths and areas for development. Monitoring and self-evaluation lead to the identification of appropriate development needs, although there remains room for greater consistency in the analysis and use of information from assessments. Other managers are developing their roles but have not been in post long enough to monitor the quality of provision in order to bring about further improvement. The school's contribution to community cohesion is satisfactory. Pupils' understanding of their place within the school and in the local community is good. Opportunities for pupils to develop an understanding of those who live in communities other than their own, nationally and globally, are more limited. The governing body is supportive and committed. Governors visit the school regularly, monitor aspects of its work and are keen to help the school increase its work to promote community cohesion.

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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?	2
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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which 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	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

03 September 2009

Dear Pupils

Inspection of Lena Gardens Primary School, London, W6 7PZ

Thank you for your friendly welcome when we visited your school recently. We enjoyed our visit and seeing all the interesting things you do there. We particularly enjoyed listening to some of you singing the songs you have been learning for your school's eightieth birthday celebration concerts. I am writing to tell you what we found out on our visit.

Lena Gardens is a good school and here are some of the most important things about it.

- The youngest children get off to a good start to their learning in the Nursery and Reception classes.
- You make good progress through the rest of the school.
- You enjoy school and, with the support and encouragement of the staff, you are attending more regularly than in the past.
- You know why it is important to keep yourselves fit and healthy and have a good understanding of how to keep yourselves safe.
- You enjoy the interesting activities the teachers plan for you and particularly like all the singing, music and performances that the school organises.
- Most of you behave sensibly in class and around the school.
- Those of you who find learning difficult, or find it hard to settle to work in class, get extra help and make good progress.

To get even better, we have asked the school to make sure that teachers always plan work that is just the right level of difficulty for you. We would like the school to analyse all the information it collects about how well you are doing, in order to raise standards further. We have asked your teachers to give you more ideas about how you can improve when they mark your work and set you targets. We would also like more of the teachers to be involved in checking up regularly on how things are going in the school. You can help by continuing to come to school regularly and making sure you arrive in good time for the start of the school day so you don't miss any learning.

Thank you again for your help, and best wishes for the future.

Yours faithfully

Madeleine Gerard

Lead Inspector