

# Kenilworth Primary School

## Inspection report

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<b>Unique Reference Number</b>	117183
<b>Local Authority</b>	Hertfordshire
<b>Inspection number</b>	338963
<b>Inspection dates</b>	6–7 May 2010
<b>Reporting inspector</b>	Selwyn Ward

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	230
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Brian Chandler
<b>Headteacher</b>	Rosemarie Landa
<b>Date of previous school inspection</b>	19 September 2006
<b>School address</b>	Kenilworth Drive Borehamwood Hertfordshire
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 15 lessons and observed nine teachers. They held meetings with governors, staff and groups of pupils, and spoke with parents. Inspectors looked at samples of pupils' work, the analysis of the tracking of pupils' progress, school policies and procedures, school leaders' monitoring records, school improvement planning, risk assessments and the questionnaires received from pupils, staff and 41 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the start that children get off to in the Early Years Foundation Stage, and how well pupils of all abilities are helped to build on this in Key Stages 1 and 2
- the impact of measures to improve pupils' writing skills and to extend more able pupils in mathematics
- the impact that the curriculum and welfare arrangements have on pupils' learning and personal development.

## Information about the school

The school is average in size. Two-thirds of the pupils are White British with the other third coming from various minority ethnic backgrounds. The proportion of pupils learning English as an additional language has been rising. It is now close to the national average. At the same time, the proportion of pupils with special educational needs and/or disabilities has been falling, so that it is now below average. Mobility is relatively high, with an above proportion of pupils joining the school partway through Key Stages 1 and 2. Kenilworth provides for an extended school day in partnership with other local providers. It has gained the Activemark and Healthy School status. It has also achieved the Extended Schools award, as well as a local authority Quality Mark for its Early Years Foundation Stage provision.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Kenilworth Primary is a good school where pupils achieve well. The feature that most stands out about this school is the attention given to pupils' welfare and to creating a secure environment where pupils, including a number with quite troubled backgrounds, feel safe and able to achieve. The impact of this has helped to transform the lives of some pupils. A carer of a vulnerable child wrote to describe how, 'The school has been very supportive both to my son and myself. They kept me and other professionals fully involved in his progress.' Another very satisfied parent commented of her son, 'He has progressed enormously because he is constantly encouraged and challenged. In particular, his advancement in literacy has been nurtured and I am pleased to see he now loves to read because a lot of emphasis is placed on this in his class.' Each pupil's progress is carefully tracked as they move through the school and leaders put in place well-targeted support to boost the performance of any child identified as falling behind. This has included initiatives such as one-to-one tuition, as well as carefully focused learning support within lessons. Teachers' planning mostly takes account of the full range of capabilities of the pupils in each class, so that progress is good for boys and girls of all abilities, including those with special educational needs and/or disabilities and those who join the school at an early stage of learning English.

Pupils make good progress because staff succeed in motivating them to become enthusiastic learners. Pupils enjoy the regular themed weeks which allow them to become engrossed in a topic, and they learn in greater depth because the links between different subjects give a practical application to their learning. Pupils in Year 6, for example, used the internet to look at local properties for sale. They each selected the property they would like to buy as a prelude to a mathematics lesson on ratios where they worked out the size of mortgage loan that they would need. In English, they went on to compile their own property details, using their literacy skills as budding state agents. In both lessons, they had clear success criteria so that they knew exactly what they should be learning, and they made exceptional progress because they could see the practical relevance of the activities they were undertaking. Learning is not always quite so brisk. The use of success criteria is mostly limited to English and mathematics. In some lessons teachers rely too much on worksheets and this limits opportunities for pupils, especially the more able, to extend their writing. This is particularly the case in science and some geography and history topic work.

School leaders have an accurate view of the school and have identified that attainment in writing has tended to lag behind that in reading and mathematics. Initiatives on the use of letters and sounds (phonics) have had a noticeable impact in improving pupils' spellings. Spelling errors still occur, however. Often, they arise because pupils are not

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routinely expected to take the time to check their written work and apply the 'non-negotiable' targets in their books to look out for careless misspellings or missed punctuation. In the Reception Year, boys' writing is behind that of the girls because not enough activities lend themselves to encouraging boys to practise their early writing skills.

Recent bouts of illness and too many family holidays taken in term time have resulted in low attendance figures this year, with the attendance rate currently standing at 92.3%. This dip is particularly disappointing, as it follows a period of steadily improving attendance. The school has been notably successful in reducing the previously high incidence of persistent absence. Much is done to promote good attendance and punctuality, but governors and school leaders acknowledge that they have not explored all means of discouraging avoidable absence. Despite the setback this year on attendance, pupils' good achievement and leaders' track record in maintaining and building on the school's many successes show Kenilworth's good capacity for continued improvement.

## What does the school need to do to improve further?

- Raise the quality of pupils' writing and further accelerate their learning by:
  - providing more opportunities in the Early Years Foundation Stage for children, and especially boys, to develop their emergent writing skills
  - reducing the reliance on worksheets in science and topic work in order to give pupils, and especially the more able, more opportunities to apply their writing and literacy skills
  - routinely encouraging pupils to check the accuracy of their spelling and punctuation
  - extending the use of success criteria in lessons so that pupils have a clear understanding of what they should be learning and can assess how well they are doing in subjects other than English and mathematics.
- Improve attendance rates so that these are at least in line with the national average by:
  - developing further schemes to encourage and reward regular attendance and discourage parents from taking their children out of school for holidays in term time
  - publicising examples where pupils with good attendance achieve especially well.

## Outcomes for individuals and groups of pupils

**2**

Children's starting points in the Nursery and Reception Years, and for many of those joining from overseas during the course of Key Stages 1 and 2, have been well below those expected for their ages. Pupils make good progress over their time at Kenilworth to attain average standards by the end of Year 6. The lessons seen, and pupils' work

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over the course of the year, illustrate the good progress made by those of all abilities, including those who join the school partway through their primary education. Attainment by the end of Year 6 has been average in each of the years since the last inspection. For the pupils who took the national tests in 2009, this represents a considerable achievement in relation to the standards they attained when they were in Year 2. Pupils in the current Year 6 are on track to attain standards at least in line with last year, and a greater proportion are expected to attain the higher Level 5 in the National Curriculum tests which they are due to take in the coming weeks.

Pupils make good progress because they are enthusiastic learners. Behaviour in lessons is consistently good. It is mark of pupils' high expectations of each other's good behaviour that several told inspectors that they thought behaviour 'could be better'. Pupils get on well with each other and collaborate well when working together in lessons. Pupils comment on how safe they feel at school, and they also learn how to keep safe, for example through learning cycling proficiency. They have a good understanding of the need for regular exercise and a healthy diet, describing, for example, that when they have pizza for school lunch, 'It is made without too much salt in it.' Pupils take a pride in the responsibilities they take on, including as school councillors and as 'buddies' and mentors, with older pupils looking out for and helping younger ones.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	4

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>
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### How effective is the provision?

Teachers and other staff know the pupils well. They plan activities in lessons that, in the main, provide appropriate challenge to stretch the learning of pupils of all abilities. Just occasionally, when pupils all have similar worksheets to complete, the prompts that provide a really helpful scaffold for some of the class to build upon overly limit opportunities for more able pupils to extend their writing. Although there is some variation between classes as the school's new marking policy beds in, marking gives pupils good guidance on what they need to do to improve. The use of assessment to identify pupils in need of extra support is a notable strength of provision at Kenilworth. The exceptionally well-focused guidance and support given to vulnerable pupils, including some with troubled backgrounds, has helped them to surmount barriers to their learning and enabled them to make rapid progress.

Throughout the school, lessons move forward at a brisk pace, often with a varied mix of activities that keep pupils on their toes. Pupils especially enjoy being given practical activities and they, and parents, are very appreciative of the periodic themed weeks held throughout the year. According to a parent, 'The recent Maths Week, which included the hall being turned into a maths funfair for the children, was amazing.' Previous themed weeks have included a French Week, Science Week, Art Week and Black History Week. As a parent commented, 'These have all added to the experience for my children.' Other enrichment activities have included soccer tournaments run in conjunction with Arsenal and Tottenham Hotspur, and choir trips to the Royal Albert Hall and O2 Arena.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

### How effective are leadership and management?

The headteacher, leadership team, staff and governors work very effectively together with a shared vision for success. Leaders' monitoring of lessons and of pupils' work has helped to drive forward improvements. Their observations of each other's lessons have pinpointed where pupils could be pushed to make faster progress, and teachers have readily taken this feedback on board. This is evident too in improvements this year to teachers' marking. When teachers pose questions to pupils in their marking, there is

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now an expectation that the pupils will respond. Kenilworth plays an active role in the local schools' consortium through which it offers extended provision, including support for families. This work has contributed to the school's success in eliminating barriers to pupils' learning and so in promoting equal opportunities for all, although more able pupils are not always challenged enough by some of the worksheets used in some subjects. Safeguarding arrangements meet regulatory requirements, with notably strong systems in place for dealing with child protection issues.

The impact of the school's promotion of community cohesion is evident in the harmonious relationships between pupils from different backgrounds and the growing interest which they take in national and world affairs. Black History Week, for example, stimulated some thoughtful work by pupils on civil rights, inspired by the story of American campaigner Rosa Parks. Pupils collect money for national and international charities, and play a role within the local community, particularly through their involvement in musical events.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Children's starting points when they join Nursery and Reception are particularly low in communication, language and literacy, and number. Despite this barrier to their early development, good provision ensures that children make good progress across all the areas of learning. Good induction arrangements mean that they quickly settle to orderly routines. For example, children 'self-register' by each picking up and placing their name cards when they arrive at the start of the session.



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The children enjoy the varied opportunities they have to learn through play, both indoors and out. Social development is good as the children develop friendships as they play increasingly interactively, such as when engaged in role play in the 'Post Office'. Children are encouraged to move freely throughout the Early Years Foundation Stage area and to make their own choices. In this well-run provision, however, staff keep a watchful eye on the choices the children make. They maintain a careful track of how well each child is doing, and, through sensitive direction, ensure an appropriate mix of child-initiated and adult-directed activities. Among the structured games, staff introduce the children to letters and sounds (phonics) so that they begin to learn how to form everyday words. Opportunities are missed, however, for extending children's early writing skills, which means that some boys, in particular, make slower progress than they could in building on their simple mark making.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers express positive views about most aspects of school. Several would like improved communications, and some said that they found it difficult to approach the school. Many, however, specifically praise the accessibility of staff. One wrote, 'If you speak to the school about any concerns regarding your child, they will work with you to sort them out.' Another commented, 'I have always found the staff friendly, competent, approachable and receptive if I ever have any occasion to raise any concerns.' Inspectors found arrangements for keeping parents and carers informed to be good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kenilworth Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 41 completed questionnaires by the end of the on-site inspection. In total, there are 230 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	59	17	41	0	0	0	0
The school keeps my child safe	27	66	13	32	0	0	0	0
The school informs me about my child's progress	18	44	18	44	3	7	1	2
My child is making enough progress at this school	19	46	20	49	1	2	1	2
The teaching is good at this school	22	54	18	44	0	0	0	0
The school helps me to support my child's learning	20	49	19	46	0	0	1	2
The school helps my child to have a healthy lifestyle	22	54	16	39	2	5	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	34	23	56	3	7	0	0
The school meets my child's particular needs	14	34	22	54	2	5	1	2
The school deals effectively with unacceptable behaviour	17	41	17	41	4	10	1	2
The school takes account of my suggestions and concerns	13	32	20	49	5	12	1	2
The school is led and managed effectively	16	39	19	46	5	12	1	2
Overall, I am happy with my child's experience at this school	22	54	14	34	3	7	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



10 May 2010

Dear Pupils

Inspection of Kenilworth Primary School, Borehamwood, WD6 1QL

Thank you for welcoming us to your school when we came to visit. You told us that Kenilworth is a good school. We agree. It is a well-run school where staff take exceptionally good care of you and give you lots of interesting things to do, and where the good teaching helps you to make good progress from the start of Nursery to the end of Year 6. We were pleased to see how well you all get on together and how well behaved you are. What was disappointing was to see that absence rates this year are higher than they should be. Many of you told us how much you enjoy being at Kenilworth, so we know you are not missing school because you don't want to be there. We have therefore asked the school to look at more ways of stressing to parents and carers the importance of regular attendance.

Although you are doing well at Kenilworth, you do not do quite so well in writing as you do in reading and mathematics. We have asked the school to help you make faster progress, especially in writing, by giving you more opportunities to write. Some of the boys in Reception could particularly benefit from this, and it will also help those of you for whom some of the topic and science worksheets are too easy. You can all help to improve your work by taking extra care to check what you have written, especially your spellings and punctuation. The success criteria that you use in your literacy and numeracy lessons have helped to give you a clear understanding of what you should be learning, and have helped you to evaluate your own work. We have asked your teachers to give you similarly helpful success criteria in other subjects too, so you can really get involved in seeing for yourselves how well you are doing.

Thank you again for being so friendly and helpful on our visit, and our very best wishes for the future.

Yours sincerely

Selwyn Ward

Lead inspector

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