

Kenmore Park Infant and Nursery School

Moorhouse Road, Harrow, HA3 9JA

Inspection dates 1–2 July 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Friendly and caring relationships help to ensure that everyone enjoys their experience at this school and achieves well.
- Teaching is good and pupils usually receive interesting activities which enable them to learn effectively. Adults have a clear understanding of each child's specific needs.
- Behaviour is good and sometimes outstanding. From an early age, almost all children quickly learn what is expected of them. They develop good attitudes to learning because they feel safe and secure.
- Staff and governors have developed strong links between school and home. Parents and carers appreciate the quality of education that is provided for their children. They are overwhelmingly supportive of the work of the school.
- Leadership and management are good. Senior leaders monitor teaching well through observations and looking at pupils' work. Areas for improvement are clearly identified.
- Clear procedures for all staff and governors enable everyone to be successfully involved in school improvement.
- The headteacher and senior staff track pupils' progress carefully. Those who need additional support, receive excellent provision, expertly taught by teaching assistants.
- Governors are very well informed and extremely knowledgeable about policies, procedures and practices. Consequently, they are confident to challenge and support the school when necessary. They ensure that the learning environment is safe and secure.

It is not yet an outstanding school because:

- Occasionally activities are not matched accurately to pupils' abilities. Teachers do not always check during lessons that pupils understand what they are doing.
- Teachers do not always make sure that pupils make improvements to their work following feedback and marking.

Information about this inspection

- The inspectors observed 21 lessons, taught by 17 teachers. Nine lessons were jointly observed with senior staff from the school.
- Discussions were held with the headteacher and staff, pupils, parents and carers, representatives from the governing body and the local authority.
- Inspectors took account of the 18 responses to Parent View, the online questionnaire, and 67 responses to the school's most recent parents' survey.
- A range of documents was scrutinised such as the school's information relating to past and present performance of pupils, information relating to the system for monitoring teaching, self-evaluation and improvement planning and safeguarding documentation.

Inspection team

Nina Bee, Lead inspector	Additional Inspector
Marion Thompson	Additional Inspector
Peter Lacey-Hastings	Additional Inspector

Full report

- Kenmore Park is larger than most infant and nursery schools and includes part-time nursery provision for 52 children.
- Over two thirds of the pupils come from Asian, Any Other Asian and Any Other White Backgrounds, A few come from White British families and the remainder are from a range of minority ethnic backgrounds. The proportion who speak English as an additional language is well above average.
- The proportion of pupils supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The number of pupils who are eligible to receive pupil premium funding is below average. This includes pupils known to be eligible for free school meals.

What does the school need to do to improve further?

- Provide consistently outstanding teaching by ensuring that:
 - the activities teachers plan are always at the right level for pupils’ abilities
 - pupils’ learning is regularly checked, by all teachers, as each lesson progresses
 - pupils make use of comments in teachers’ marking to make amendments and improve their work.

Inspection judgements

The achievement of pupils is good

- Children get off to a good start in nursery and achieve well because they are given a curriculum which suits their ages and stages. Most of these children transfer to Reception and join other children from different early years settings.
- On entry to Reception, children start with skills, knowledge and understanding that are significantly below the levels expected for their ages. Those who speak English as an additional language enter with little or no English. This represents a high proportion of children. A few children have speech and language difficulties.
- Currently in Reception, the proportion of children who have reached a good level of development has increased dramatically when compared with 2013 data. In relation to their starting points many have made outstanding progress. Previously, from similar starting points achievement has not been as rapid.
- Achievement of all groups of pupils in Key Stage 1 is good in relation to their starting points which were below those typical for their ages. Achievement, at times, is slower in Year 2 because of some past and present weaknesses in teaching. The current Year 2 pupils are on course to reach average attainment in reading, writing and mathematics, similar to their attainment in 2013.
- No pupil is discriminated against and all are well known by all staff and are treated equally. Pupils' individual performance is tracked in all areas as they move through the school. In addition, excellent intervention for all abilities and groups enables most pupils, including the more able, to make at least good or better progress.
- Pupils who speak English as an additional language achieve as well as their classmates in lessons. When withdrawn for additional support they make outstanding progress because they receive excellent provision.
- Similarly, students with specific needs, including disabled students and those with special educational needs, achieve as well as the others in their classes. They too, when withdrawn, are given sensitive and extremely well-thought-out support which enables them to make outstanding gains in their learning.
- Pupils who are supported through pupil premium funding make similar progress to the other pupils because they are well focused on and their progress is carefully tracked.
- In all classes, pupils are given good opportunities to develop the skills necessary to read, write and use numbers successfully. Children in Nursery and Reception get off to a flying start as they begin to learn about letters and sounds. As a result, the proportion of pupils who have reached the national figure in the Year 1 phonics screening has improved this year, when compared to 2013.
- Parents and carers are pleased with how well their children are progressing.

The quality of teaching is good

- Teaching is typically good and sometimes outstanding. Relationships between adults and the pupils they teach are strong and contribute to the good and better learning that takes place.
- In the Early Years Foundation Stage, children have good opportunities to learn how to look after books and develop a love of reading. Children in Nursery were seen making good gains in their learning as they listened to their teacher reading a story to them. They listened carefully and answered questions about the story correctly.
- As pupils move up the school reading is promoted well in all the pupils do, particularly as they develop skills and knowledge in literacy and mathematics lessons. When asked to read during lessons, pupils were pleased to show their competency, read with confidence and, when necessary, successfully split up words to sound them out.
- Many opportunities to write in all classes ensure that, by Year 2, pupils write with confidence.

More-able pupils, particularly, show a good understanding of basic sentence construction, use speech marks correctly and begin to write in a neat cursive script.

- Mathematical skills are developed well throughout the school. Pupils are given opportunities to articulate their thinking which reinforces and develops their learning. More-able pupils in Year 2 spoke confidently about the mathematical games they played, explaining what they had to do to be successful and win.
- Almost all teachers manage behaviour well and very few classes are disrupted because of low-level chatter and inattentiveness.
- All pupils have learning journals which are a home-school link for pupils and focus on homework. They are well organised and clearly show the good learning that takes place at home, as a result of the appropriate activities they are given. Parents and carers feel that their children are well taught.
- Most teaching is appropriately planned around the abilities of the pupils. In the few sessions where this is not the case, pupils' progress is restricted. Time is sometimes wasted when more-able pupils wait for others in the class to catch up with them. Occasionally, they are given extra work when they complete a task which does extend their thinking or strengthen their skills. When activities are too difficult for lower-attaining pupils and those with special educational needs, learning is limited.
- Although most teachers regularly check pupils' learning as the lesson progresses, occasionally this is not so and a few pupils become confused with what they are supposed to be doing.
- Teachers' marking and feedback to pupils, although very effective in some classes, lack consistency across the school. Not all teachers provide clear enough advice for pupils about how to improve their work further.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Children in Nursery and Reception quickly learn how to behave and understand what is expected of them. As pupils get older, almost all pupils behave well in lessons and around the school. Pupils were seen working well together in small groups or pairs in the classroom. When pupils play outside behaviour is usually good.
- Outstanding behaviour was seen during assembly when pupils were very well focused on what was going on.
- Almost all pupils have a good understanding of how to behave and know what is expected of them. Pupils say that if any anti-social behaviour or bullying occurs they are confident it will be sorted out by an adult. Where behaviour is not good, a small number of pupils, particularly in Year 2, to the annoyance of the others very occasionally engage in some silly, inappropriate behaviour.
- The school's work to keep pupils safe and secure is good. Consequently, pupils say they feel safe in school. In addition, they show a good awareness of the importance of keeping themselves safe, for example from strangers and when using the internet.
- There is a consistent approach to recording incidents of poor behaviour. Parents and carers have no issues related to their children's safety.
- Attendance has improved since the previous inspection when it was below the national figure and persistent absenteeism was an issue. Current figures are broadly average and the proportion of persistent absentees has been reduced. This is due to improved and now effective systems to monitor attendance.

The leadership and management are good

- The headteacher provides strong leadership and has gained the respect of staff, governors and parents and carers. She has a clear understanding of the school's strengths and areas for improvement although the school's checks on how well it is doing are slightly over generous.
- Along with her group of senior and middle leaders, the headteacher keeps a close eye on pupils' performance as they move through the school. Those not on track are targeted and given additional intervention support. Observations of this work and scrutiny of the monitoring and evaluation of the impact of these groups show impressive progress.
- The school buys in support from the local authority. Good advice helps with identifying strengths and areas for development.
- Since the previous inspection there has been a high turnover of staff, particularly in Year 2. Through observations and looking at pupils' previous work, the headteacher has identified weaknesses in the quality of teaching in Year 2. There has been some improvement but some weaknesses continue to be apparent, which slows learning in some lessons.
- Spiritual, moral, social and cultural development is promoted well. The great diversity of languages and cultures enables pupils to learn to accept and value each other quickly and easily.
- The primary school sports funding is being used effectively. Pupils have good opportunities to access clubs and inter-school sports which they say they enjoy. Sports coaches regularly work with pupils in Key Stage 1 and model physical education lessons for teachers to improve their practice.
- The pupil premium funding is used appropriately. School data indicate that the gap is narrowing between those pupils eligible and the others.

■ The governance of the school:

- The governors are committed to ensuring that all pupils get the best possible education. They are fully aware of how the school works and their responsibilities within it. For example, they understand how effectively the pupil premium funding has been spent and that it has been used to provide additional teaching assistants to support pupils in classes.
- Governors take their roles seriously. As a result, statutory requirements are met and safeguarding arrangements are secure which ensure that everyone learns in a safe and secure environment.
- Governors have a clear understanding of pupil performance data and are very well informed about how well pupils are performing in relation to others nationally. They know where the most effective teaching is in the school and understand and keep a close watch on how teachers' work is checked and linked to their pay. They have a good understanding of all school procedures, practices and policies so can support and challenge all aspects of the work of the school.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102212
Local authority	Harrow
Inspection number	443782

This inspection of the school was carried out under section 5 of the Education Act 2005. This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	All-through
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	358
Appropriate authority	The governing body
Chair	Catherine Kittredge MBE
Headteacher	Rutinderjit Mahil-Pooni
Date of previous school inspection	9–10 March 2011
Telephone number	020 8204 8759
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