

Inspection of Kenmore Park Infant and Nursery School

Moorhouse Road, Kenton, Harrow HA3 9JA

Inspection dates: 22 and 23 November 2023

Overall effectiveness **Good**

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| The quality of education | Good |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Good |

What is it like to attend this school?

Pupils are happy, love coming to school and learning with their friends. Pupils are taught that 'trusted adults always trust children'. As a result, pupils, including children in early years, are kept safe by the adults who care for them well. This creates a welcoming and inclusive environment that benefits all pupils, including the many who arrive throughout the school year.

Pupils exhibit exemplary character. They are taught the school dispositions of 'tough tortoise', 'sensible squirrel', 'wise owl' and 'team ant'. They relish putting these into action. Pupils have opportunities to nurture their talents and contribute to the wider community, for example through a recent performance at a local sheltered accommodation for the elderly. The school provides a wealth of experiences during the school day, including Bollywood Dance, spaghetti maths, active club, yoga, gymnastics and cooking club.

Leaders have high expectations for pupils' achievement. These are typically realised. Pupils work hard and produce work of good quality in different subjects. This prepares them well for the next stage of their education.

What does the school do well and what does it need to do better?

Pupils, including those with special educational needs and/or disabilities (SEND), follow a curriculum that matches the breadth and depth of what is expected nationally. In each subject, and in the areas of learning in early years, leaders have identified the important ideas that they want pupils to secure. These are well sequenced so that pupils build a depth of knowledge over time. For example, in design and technology, children in early years learn about different ways of joining materials when junk modelling. Pupils draw on this later when making more complex structures such as windmills in Year 1 or chairs for their teddies in Year 2. However, in some subjects, pupils who are new to the school or to learning English do not consistently secure the knowledge they need. This is because the most important concepts are not sufficiently reinforced or checked. This means these pupils struggle to access new and more complex ideas later on.

Reading is a high priority. Leaders have ensured that staff receive appropriate training to deliver the school's programme with accuracy and precision. Phonics begins as soon as children start their Reception year. Staff ensure pupils are given ample opportunity to practise through reading books that are well matched to the sounds they have learned. Pupils who need targeted support are quickly identified and helped to catch up. As a result, pupils become increasingly confident and fluent readers. Parents and carers value the workshops the school provides that are designed to share strategies for developing communication and language and embedding early reading routines.

There are effective processes in place for identifying pupils with SEND. Leaders work closely with external agencies to ensure that they assess and plan appropriate

provision for pupils. Leaders meet with families regularly and provide information sessions for specific areas such as receptive and expressive language. Leaders work closely with the junior school to ensure that pupils transition well to the next phase of their education.

The provision for pupils' wider development is extensive. An established well-being programme is closely linked to the school's values and ethos. For example, the 'eco warriors' encourage everyone to 'walk on Wednesdays' as part of a healthy lifestyle and to help protect the environment. The curriculum and assembly programme is designed to develop pupils' understanding of values such as democracy. These are put into practice through, for example, pupils electing class representatives and school councillors.

Behaviour in classrooms and around the school is excellent. Pupils are actively taught how to behave towards one another. This means that routines are well established and enable pupils to settle in quickly whenever they join the school. There is very little disruption in lessons and pupils demonstrate incredibly high levels of self-control and focus. Should bullying occur, pupils know how to report their concerns and trust adults to resolve any difficulties. Leaders work tirelessly to maintain the high levels of attendance and punctuality. They work closely with families to support them when attendance falls below expectations.

Leaders and those responsible for governance fulfil their statutory duties. They work closely with parents and staff to create an inclusive community. Governors are well-informed about the school's work and have prioritised resources appropriately.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A small number of pupils, including those in early years, are new to the school or to learning English, do not secure the knowledge they need. This is because the most important concepts in some subjects are not consistently reinforced. The school should ensure that these pupils secure the key concepts they need in each subject before moving on to more complex ideas.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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| Unique reference number | 102212 |
| Local authority | Harrow |
| Inspection number | 10293234 |
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3 to 7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 298 |
| Appropriate authority | The governing body |
| Chair of governing body | Nilesh Parekh |
| Headteacher | Rutinderjit Mahil-Pooni |
| Website | www.kpins.harrow.sch.uk |
| Date of previous inspection | 15 May 2018, under section 8 of the Education Act 2005 |

Information about this school

- The school does not currently make use of any alternative education.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the headteacher, members of the leadership team, members of staff, as well as a range of pupils.
- The lead inspector met with members of the local governing body, including the chair of governors. The lead inspector spoke with the local authority school improvement partner.

- The inspectors did deep dives in these subjects: reading, history, physical education and mathematics. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work. The inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record of pre-employment checks; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors scrutinised a range of documentation provided by leaders, including their priorities for improvement.
- The inspectors considered the views of parents, pupils and staff through discussions and their responses to Ofsted's online surveys.

Inspection team

| | |
|--------------------------------|-------------------------|
| Matea Marcinko, lead inspector | His Majesty's Inspector |
| David Radomsky | His Majesty's Inspector |
| Karen Kent | His Majesty's Inspector |

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