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18 February 2011

Mr L Keel
Headteacher
Kilburn Park School Foundation
Malvern Road
London
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Dear Mr Keel

Special measures: monitoring inspection of Kilburn Park School Foundation

Following my visit to your school on 16 – 17 February 2010, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in March 2010. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures is satisfactory.

Progress since the last monitoring inspection is satisfactory.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Brent.

Yours sincerely

Daniel Towl

Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in March 2010.

- Accelerate pupils' learning by:
 - ensuring that the more-able pupils are consistently challenged in lessons
 - making better use of assessment information to plan activities that move the learning of all pupils forward more rapidly
 - adopting strategies that engage pupils more so that they can take greater ownership of their learning
 - making better use of time in lessons to increase the pace of learning.
- Develop a more effective curriculum that:
 - builds continuously from the pupils' experiences in Key Stage 1
 - promotes key skills, particularly writing, systematically across subjects
 - makes learning more interesting by linking subjects more closely.
- Ensure a consistent approach to marking to help pupils know how to improve their work so that:
 - teachers provide a clear evaluation of pupils' strengths and the next important steps for their learning
 - pupils are more involved in setting their targets and assessing their progress and that of others
 - pupils are clear about their targets and receive clear written feedback on how to achieve them.
- Generate a greater capacity for sustaining improvements in the school by:
 - introducing a cycle of self-evaluation with all of those involved in the work of the school, including the governing body
 - focusing improvement planning on specific action and measurable targets to improve teaching, eliminate inadequate lessons and raise pupils' achievement
 - checking the progress of pupils towards challenging targets more regularly so that action can be taken rapidly to eliminate any underachievement.

Special measures: monitoring of Kilburn Park School Foundation

Report from the second monitoring inspection on 16 – 17 February 2011

Evidence

The inspector scrutinised documents and pupils' work, observed lessons and met with the headteacher, senior staff, subject leaders, a group of pupils, the Chair of the Governing Body and a representative from the local authority.

Context

Since the last monitoring inspection, there have been further changes of staff, including the appointment of a new deputy headteacher. Four of the eight class teachers are new appointments. The Chair of the Governing Body has changed. Overall, these appointments have strengthened the school's capacity to improve but have made it more difficult to maintain continuity of developments.

Pupils' achievement and the extent to which they enjoy their learning

Despite some improvements in the rate of pupils' progress in Years 4 and 5, it remains inconsistent across the year groups and attainment is still low. Too few pupils work at the expected levels. However, the school's own thorough analysis of assessment information shows that, during the autumn term, there was an increase in the number of pupils reaching age-expected levels of attainment in English and mathematics. Generally, girls outperform boys. Pupils have made most progress in writing which reflects the efforts of the school to improve this area of learning. Pupils enjoy their lessons and readily engage with their tasks.

Progress since the last inspection on the areas for improvement:

- Accelerate pupils' learning – inadequate

Other relevant pupil outcomes

Pupils' behaviour is good in lessons and around the school. They are respectful of each other and adults. Pupils work very well together in pairs and groups and this enhances learning. The school continues to be successful in supporting its most vulnerable pupils, especially helping them to improve behaviour and attitudes to learning.

The effectiveness of provision

The quality of teaching has improved since the last monitoring inspection and reflects the focus that the school has given to this aspect of its work. New appointments have strengthened the overall teaching provision. Regular monitoring and support, by senior managers and the local authority personnel, secure a more consistent and better quality of teaching and learning. Senior leaders' judgements about teaching and learning are accurate. While overall teaching and learning is satisfactory, there are more good lessons and fewer that are inadequate.

Teachers have good relationships with pupils and this creates a positive ethos in classrooms. Common approaches and consistency are developing, for example in lesson planning and assessment. There is a better focus on the planned learning and lessons generally get off to a good start. Opportunities for individual, paired and group work bring variety to lessons and allow pupils the chance to discuss and share their learning. Pupils work hard on their tasks. The sequence of pupils' activities is not always thought through well enough to make the most of lessons. Teachers are aware of the need to plan work for different groups of pupils but, in practice, this is not leading to sufficiently different levels of challenge, especially for the higher attainers.

There is more consistency in how teachers mark pupils' work, especially in English, where most teachers identify specific areas to improve. Pupils find teachers' comments helpful. In the best practice, pupils respond to some of the comments. Discussions with older pupils show that they develop their understanding of their own strengths and weaknesses and know what they need to do to improve, especially in writing.

Teachers and teaching assistants work effectively together. Teaching assistants make a good contribution to pupils' learning by supporting small groups and individuals.

Since the last monitoring inspection, there has been further development of the 'creative curriculum'; a new approach for the school. Key cross-curricular skills, that are to be taught in a range of projects, have been identified and new planning documents are developing into a useful resource for teachers. The new planning, when fully operational, has the potential to help to ensure adequate continuity and progression of learning for pupils. The full impact of these changes, in establishing higher standards across the curriculum, remains to be seen. The school is aware that it needs to review its provision for science in order to ensure that pupils' skills and knowledge in this area develop adequately.

Progress since the last inspection on the areas for improvement:

- Develop a more effective curriculum – satisfactory

- Ensure a consistent approach to marking so that pupils know how to improve their work – satisfactory

The effectiveness of leadership and management

Since the last monitoring inspection, a new but experienced deputy headteacher has been appointed. The change-over period has been seamless, with the departing deputy headteacher and new deputy headteacher working closely together. This has helped to minimise any loss in the momentum of improvements.

Close working between senior staff and local authority personnel is beginning to secure a better quality of teaching and learning. The school's own evaluation of the quality of lessons shows that the proportion which has good teaching and learning is increasing. The ongoing monitoring of lessons and the recent evaluation of the procedures for supporting pupils who have special educational needs and/or disabilities have provided valuable information about the current overall effectiveness of the school. This helps senior leaders to make more informed decisions about how to support teachers and use resources effectively to secure more rapid progress in pupils' learning. However, the positive impact on pupils' learning of both the recent staff changes and the outcomes of the newly established procedures to monitor pupils' progress are not realised fully in all year groups.

The appointment of subject leaders for English and mathematics has strengthened the capacity of the management of the school to improve these key areas. Although new to their subject leader roles, they have made a good start, both in developing their own skills and in identifying and acting on what needs to be done to raise attainment. All staff now have a subject responsibility and this has increased the potential for the school to make more rapid improvements in all subjects. The governing body has increased its knowledge and understanding about the school's performance. It is in a better position to hold the headteacher and senior managers to account and is now a valuable contributor to the ongoing monitoring procedures established to ensure that the school improves.

Progress since the last inspection on the areas for improvement:

- Generate a greater capacity for sustaining improvements in the school – good

External support

The local authority, school improvement partner and, during the autumn term, an associate headteacher have provided a good range of support. This has included: additional funding; support on complex staffing matters; advice and continuing

support for monitoring the quality of the school's provision; and curriculum expertise. This support has enabled the school to increase its management capacity, improve teaching and enhance assessment procedures. Good links have been made with other schools in order to help develop the skills and knowledge of staff. The impact of the local authority support is good.