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8 July 2011

Mr L Keel  
Headteacher  
Kilburn Park School Foundation  
Malvern Road  
London  
NW6 5RG

Dear Mr Keel

### **Special measures: monitoring inspection of Kilburn Park School Foundation**

Following my visit to your school on 6 – 7 July 2011, 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 third 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 – satisfactory.

Progress since the last monitoring inspection – 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 more-able pupils are consistently challenged in lessons
  - making better use of assessment information to plan activities which move the learning of all pupils forward more rapidly
  - adopting strategies which 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 third monitoring inspection on 6 – 7 July 2011**

#### **Evidence**

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

#### **Context**

Since the last monitoring inspection, there have been no major changes in staffing or pupil numbers. There will be further staff changes in September and this will result in a further change of middle management roles. An assessment coordinator has been appointed from within the existing staff.

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

The rate at which pupils make progress in their learning continues to improve especially in reading. Year 6 pupils have made accelerated progress. Early indications show that in the latest 2011 national tests, pupils reached broadly average levels and more pupils reached the higher levels, which is an improvement on the previous year. This was the result of successful focused support by staff to help increase pupils confidence in approaching their tests and to identify and fill key gaps in their learning. This has given this group of pupils a much better opportunity to make the most of their next steps at their secondary schools. Across the school progress remains variable from year to year and in particular the school's assessments have identified that pupils are not making enough progress in mathematics. Pupils continue to improve their writing skills. They write for a wide range of purposes and, because of a concerted effort to raise standards of handwriting across the school, pupils are trying very hard to improve the presentation of their work. Early signs of improvement are very promising. Older pupils are happy to engage in writing activities. The school is aware that pupils need to improve the accuracy of their spelling of frequently used words as well as words that are specific to the topics they are studying.

Progress since the last inspection on the areas for improvement.

- Accelerate pupils' learning – satisfactory.

## **Other relevant pupil outcomes**

Pupils' behaviour continues to be good and attendance is average. They continue to enjoy their lessons and overall they have good attitudes to their learning. Pupils with special educational needs and/or disabilities continue to make improved rates of progress. Pupils who are at an early stage of learning English are achieving well and benefiting from the improved support established at the time of the last visit. There are compelling examples of how the school has very successfully supported pupils who are most at risk because of their emotional or academic needs.

## **The effectiveness of provision**

The quality of lessons continues to improve steadily and relationships between pupils and teachers remain good. There were no inadequate lessons observed during the inspection. Although the quality of teaching is improving, there are still not enough good lessons to ensure that all pupils make the accelerated progress required to reach and exceed their expected levels of attainment in all year groups. Senior leaders' monitoring shows that the number of good lessons is increasing. Good progress has been made in establishing common procedures for marking and assessment. Pupils' completed work has teachers' written comments about its quality and also about what pupils' next steps might be to improve in the future. Pupils find the comments helpful and are very aware, especially in writing, of their targets and what they need to do to improve. This helps them to become more knowledgeable about their progress and be more independent about what to improve next.

There is still a way to go to ensure that teachers' planned activities for lessons are effectively and efficiently implemented. There are still weaknesses in some lessons where the sequence of activities is not establishing a coherent passage of learning and therefore pupils do not achieve as much as they could.

Pupils enjoy their lessons because the range of work they do is interesting. A group of older pupils were very positive about the help their teachers give them. Pupils experience a broad curriculum which allows for an appropriate balance of academic and creative development. Science now has a much better and appropriate status in the curriculum. Pupils enjoy science and regularly carry out investigations. They particularly enjoyed a recent science week where they experienced a very wide range of activities including some in the science department at a local secondary school. This is a good improvement. Senior leaders are continuing to develop and refine the school's overall curriculum. They are currently focusing on improving the mathematics curriculum to help raise pupils' attainment.

A discussion with a group of parents and carers showed that while they had differing views on some matters, they were very supportive of the school and felt that it had improved. They felt that there should be a more consistent approach to setting worthwhile and challenging homework. Parents and carers are very interested in their children's progress and some would like more information about it. Some had

concerns about their children hearing inappropriate language in the playground and then repeating this at home but were generally happy about the level of behaviour in the school. Parents and carers commented positively on the strengthened senior team following the appointment of the deputy headteacher.

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 – good.

### **The effectiveness of leadership and management**

Senior leaders have continued to focus sharply on raising attainment and this has had success, especially in improving the achievements of pupils in Year 6. Resources have been effectively focused to achieve this. The new roles of mathematics and English subject leaders, created at the time of the last inspection, are due to be re-assigned because of staff changes due at the end of the year. This means that the role of middle managers is still not well established, although senior leaders have clear plans about their next steps in this area. Governors and senior leaders have created a new role of assessment coordinator to help develop teachers' expertise in using assessment to support learning and to support senior leaders in analysing assessment information. The impact of this role is good and benefits can already be seen. A careful analysis of pupils' achievements in mathematics identified specific gaps in learning. These are to be addressed both by increasing teachers' subject knowledge in mathematics and by ensuring that lessons are planned to fill the gaps in children's knowledge more systematically. A further positive outcome is the planned increase in liaison with the partner first school to gain a better understanding of how pupils can be supported in their mathematics learning when they transfer.

The on-site Dolphin Centre provides good support and encouragement for pupils who are the most vulnerable and at risk with their learning. Pupils who have experienced this support speak highly of how it has helped them. The provision is well managed. A new development has been to ensure that the academic achievements of pupils working in the centre are assessed and monitored in line with the school's overall assessment procedures. This is a very good development and brings additional rigour to the work of the centre without losing its particular strengths of creating an environment which enables pupils to explore their feelings and concerns; successfully helping them to engage more fully with their academic learning.

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 subject consultants have continued to work effectively with the school. They are providing senior leaders with an accurate external view of the school performance as well as supporting developments, for example in mathematics.

The impact of the local authority support is good.