

The Kilburn Park School Foundation

Inspection report

Unique reference number	101556
Local authority	Brent
Inspection number	385402
Inspection dates	21–22 February 2012
Lead inspector	Daniel Towl HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	192
Appropriate authority	The governing body
Chair	Re Piddington
Headteacher	Laurence Keel
Date of previous school inspection	17–18 March 2010
School address	Malvern Road London Middlesex NW6 5RG
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Age group	7–11
Inspection date(s)	21–22 February 2012
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Introduction

Inspection team

Daniel Towl

Her Majesty's Inspector

Lynn Lowery

Additional inspector

This inspection was carried out with one day's notice. Inspectors observed 17 lessons and some smaller groups of pupils at work and watched 10 teachers. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at documents, policies and the assessment records of pupils. Meetings were held with senior leaders, staff, members of the governing body, parents and carers, pupils and a representative of the local authority.

Information about the school

This is a smaller-than-average junior school. It serves a culturally diverse community and has a high proportion of pupils from minority ethnic heritages. Two thirds of pupils speak English as an additional language. The largest single group of pupils have Black African backgrounds. The proportion of disabled pupils, those with special educational needs and statements of special educational needs is above average. About half of the pupils are known to be eligible for free school meals. The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress. The school has a nurture provision called the Dolphin Centre. This inspection was the fifth visit since the school became subject to special measures following its last section 5 inspection in March 2010.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

In accordance with section 13(4) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that the school no longer requires special measures.

- This is a satisfactory school. It is improving because the leadership and management of the school are more rigorous. The school has not yet established enough consistently good teaching or pupil progress to be judged better than satisfactory.
- Pupils make satisfactory progress. Pupils in the 2011 Year 6 group reached broadly average standards in English and mathematics. Pupils’ progress across the school is uneven, especially in reading and mathematics. Pupils achieve better in English than in mathematics. Pupils who are disabled or have special educational needs make good progress and match the achievements of their peers nationally. Similarly, pupils who speak English as an additional language, including those who have recently arrived in the United Kingdom, make good progress.
- Teaching is satisfactory and some is good. Teaching is improving but not enough is good to ensure that all pupils make consistently good progress in their lessons. Not all lessons are well enough thought through to ensure that the planned activities are managed expertly to achieve the very best learning possible. Teachers regularly mark pupils’ work but pupils do not always follow up on the comments made.
- Pupils behave well in lessons around the school and have good attitudes. Incidents of poor behaviour are few. Pupils enjoy being in such a diverse community of different ethnic groups.
- Senior leaders have now established more robust processes for checking the work of the school, especially monitoring pupils’ progress. Teaching is monitored regularly but targets for improvement are not followed up quickly

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enough in order to accelerate progress towards establishing more good teaching. Parents say they are happy with the school but some would like more information about how to help their children learn, especially with reading in Years 3 and 4.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise pupils' attainment and improve progress in reading and mathematics so that it is consistently good across the school.
- Increase the pace of improvements in teaching and ensure that most is good by September 2012 through:
 - using shorter timescales to measure improvements in lessons and to judge the effectiveness of initiatives in improving outcomes for pupils
 - ensuring that all lessons have carefully thought-through activities which promote effective learning at a good pace and which suitably challenge pupils of all abilities.
- Develop more consistency in the way parents are involved in their children's learning, especially with regard to reading in Year 3 and Year 4.
- Ensure that pupils are encouraged, more consistently, to follow up on areas for improvement identified in teachers' marking.

Main report

Achievement of pupils

The current Year 6 pupils are on track to achieve similar levels in English to last year, and show some improvement in mathematics. Overall pupils make satisfactory progress in lessons because they attend well and work hard. There has been a concerted effort to raise the quality of pupils' writing and this has been successful. Pupils have a good understanding of the specific characteristics of different writing styles. They are writing with increasing complexity as they move up the school.

Standards in reading are broadly average by the end of Year 6. Pupils read confidently with expression, pay attention to punctuation and have suitable strategies to tackle words that are more difficult. Progress in reading is not so well established in Years 3 and 4 because teaching of specific skills, for example expert teaching of letter sounds and their combinations, providing opportunities for regular

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reading and involving parents and carers, has not been systematic. This has resulted in senior leaders establishing new initiatives to improve pupils' skills, for example, establishing a member of staff as a 'reading champion' and the recent introduction of a specific, targeted, short-term reading intervention. These actions are beginning to have a positive impact for those pupils in danger of falling behind.

Pupils' mathematical skills develop satisfactorily but there is a legacy of underachievement, and this means that their performance overall, while improving, is not as strong as in English.

The achievement of Black pupils, previously an underperforming group, and of those who are known to be eligible for free school meals matches that of similar groups nationally. Pupils who are most at risk of falling behind have well-thought-out support and this has a positive impact on their learning. Some of the most vulnerable pupils make accelerated progress. Pupils learn satisfactorily in lessons across a range of subjects. They like to be involved in giving their ideas in discussions and show their individual thinking, for example in a lesson about choices settlers might make in deciding where to live.

Quality of teaching

Teachers plan interesting activities which pupils enjoy but opportunities to extend learning are often missed because lessons are not managed expertly or pitched accurately to challenge the full range of abilities. The learning potential of the planned activities is therefore not always realised. Teachers make clear the purpose of a lesson and often provide criteria against which pupils can check how well they have done. Pupils' self-assessment is used very effectively in lessons when specific writing skills are being developed. Pupils in Year 5, for example, carefully checked how well they had included the key attributes of an instructional text. There is a strong and appropriate focus on developing literacy and numeracy skills, which helps to close the gap for those pupils who have not previously made the progress expected. The planned curriculum interests pupils and enables them to make satisfactory and sometimes good progress.

A programme of staff development has helped to raise the quality of teaching overall and especially in helping to teach pupils the skills needed for good writing. Although there has been training to develop skills for teaching mathematics, improved practice is not embedded across the school. However, teachers are well prepared and confident in their approaches.

Teachers' skills of assessment have improved and they can accurately judge the levels at which pupils work. Older pupils are very aware of the levels at which they are working and how much progress they have made. Teachers regularly mark pupils' work and provide suggestions about what needs to be done to improve. However, these comments are not followed up systematically to ensure that pupils have responded appropriately.

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The rigorous monitoring of progress has helped to target specific teaching, especially for those pupils who show they are not making the progress expected. Teaching assistants make a valuable contribution to the learning of the pupils who are most at risk. A successful range of teaching strategies is used to good effect in class, in small groups and in the Dolphin nurture centre.

Teachers have high expectations of behaviour, to which pupils respond positively. This means that it is rare for learning to be disrupted in lessons. Lessons provide good opportunities for pupils to answer questions, give their ideas and work together in pairs or small groups in an environment where individual contributions are respected. This helps to develop pupils' self-esteem and confidence. The school's own survey and comments made to inspectors show that parents and carers are happy with the way their children are learning, but they are also keen for them to do even better. Parents and carers told inspectors that teachers were very approachable. Inspection findings confirm the views of parents that teaching is improving.

Behaviour and safety of pupils

Behaviour is good. Incidents of serious misbehaviour and all forms of bullying are few and racism rare. During the previous monitoring inspection, older pupils had concerns about some poor behaviour, especially in the playground. During this inspection, they reported that behaviour is much better because there are clearer rules and sanctions which are consistently applied. They are happy with the way issues of behaviour and bullying are dealt with by staff. They reported that most pupils get on well with other. This is a view supported by parents and carers. Pupils say they feel safe. The few incidents of poor behaviour are decreasing and strategies to help some pupils to better manage their behaviour are successful. This has a positive impact on learning. Pupils attend well and enjoy coming to school.

Leadership and management

Senior leaders have an accurate view of the school's strengths and weaknesses and have identified what needs to be done to improve the school further. Monitoring is more rigorous and more responsive. Roles and responsibilities of staff are clear and there is now a common purpose to improve. Senior leaders have successfully increased the school's capacity to improve. Teaching and pupils' progress have improved.

Subject leaders in English and mathematics have undertaken detailed analyses of pupils' knowledge and understanding in these subjects. These analyses and some specific professional development for teachers have helped to improve teaching and raise pupils' achievements, especially in writing. Improvements in mathematics are evident but pupils' progress is not consistently good. Senior leaders are very aware that pupils' reading skills are not developing fast enough in Years 3 and 4. Action taken already has successfully helped some pupils by using a specific reading programme and plans are already in place to raise the profile of reading and

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improve its teaching.

An appropriate range of training has helped to develop teachers' skills but improvements are not embedded and too many lessons fail to provide the sort of challenge that will ensure consistently 'good' rather than 'satisfactory' progress.

Senior leaders are very aware of the different groups of pupils and how they are performing. Strategies to support vulnerable pupils are well organised and gaps between their performance and similar national groups are closing more rapidly. The curriculum is very focused on developing the key skills of numeracy and literacy but this does not preclude other areas of study to support pupils' understanding of the world around them through science, geography and history. Increasingly, teachers use these subjects to improve broader literacy and numeracy skills.

The governing body works effectively with school leaders and is now more challenging of them, including in holding them to account for the school's performance. The governing body meets its statutory duties. Procedures for safeguarding meet requirements.

The school community sees the diverse cultural backgrounds of staff and pupils as an asset and a strength, exemplified by the pupils' good relationships with each other. Different cultures and festivals are celebrated. Older pupils talked eloquently to inspectors about how they recently debated issues around the recent riots in London and how they discuss current affairs in class and amongst themselves. These activities and attitudes successfully support pupils' spiritual, moral, social and cultural development.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons, and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



23 February 2012

Dear Pupils

Inspection of The Kilburn Park School Foundation, London NW6 5RG

We enjoyed meeting you and were interested to see you at work in your various lessons. Thank you to those of you who spoke with us.

We judged that your school is providing you with a satisfactory education. The headteacher and other staff have worked hard to improve the school and it no longer needs special measures.

It was good to see that pupils from different backgrounds, cultures and faiths were getting on so well together. It was pleasing to find out that you liked school and that you have good attitudes and work hard in lessons. This helps you to make satisfactory and sometimes good progress. We could see that you are doing well in developing your writing skills.

At the moment, most of your lessons are satisfactory. You should have more good lessons. We have asked the headteacher to check and make sure that the activities in all lessons help you to make good progress and that any changes needed in teaching are made quickly. We would like to see you all doing better in mathematics and improving your reading, especially in Years 3 and 4. The headteacher knows about this and is already planning to make improvements.

You can help by making sure that you take notice of what teachers write in your books and make the improvements that they suggest.

Yours sincerely

Daniel Towl
Her Majesty's Inspector

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