

# St Mary's Kilburn Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	100042
<b>Local Authority</b>	Camden
<b>Inspection number</b>	354790
<b>Inspection dates</b>	5–6 May 2011
<b>Reporting inspector</b>	Jane Chesterfield

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	230
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fr Andrew Cain
<b>Headteacher</b>	Andrew Ceresa
<b>Date of previous school inspection</b>	13 November 2007
<b>School address</b>	Quex Road London NW6 4PG
<b>Telephone number</b>	02076248907
<b>Fax number</b>	02073721611
<b>Email address</b>	admin@stmarykilburn.camden.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They visited nine lessons taught by eight teachers. They held meetings with pupils, staff and members of the governing body. Inspectors observed the school's work and looked at school policies and documentation, safeguarding records, pupils' work, assessment data, monitoring records, strategic planning and the minutes of governing body meetings. Questionnaires completed by staff, pupils and 58 parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The current picture of attainment and progress throughout the school in writing.
- The impact of strategies to improve outcomes in Key Stage 1.
- The improvements in teaching, particularly challenge and marking.
- The impact of leaders at all levels on school improvement.

## Information about the school

St Mary's Kilburn is an average sized primary school serving a residential area of inner London. Almost half the pupils are known to be eligible for free school meals, which is high compared with the national picture. Most pupils are from minority ethnic backgrounds, and more than half speak English as an additional language. These figures are high compared with the national average. The proportion of pupils with special educational needs and/or disabilities is above average, and the proportion with a statement of special educational needs is high. These needs relate mainly to behavioural difficulties or specific learning difficulties. Early Years Foundation Stage provision is offered in the school's Nursery and Reception classes. The school has gained Healthy Schools status. There was some turnover of staff at the beginning of this academic year.

**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: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

St Mary's Kilburn is a good school which has improved considerably since its last inspection. Pupils make good progress and achieve well during their time at the school. They are happy at school, and their parents and carers are pleased with what the school has to offer them. One parent said: 'I feel it is a special, friendly school underpinned by strong Christian values, helping my child develop to his full potential and instilling a love of learning.' Another commented: 'The school and teachers are amazing: hardworking and dedicated to providing the best future for our children.'

Thanks to the good pastoral care, pupils are kept safe at school and have many adults to turn to if they have a problem. Throughout the school, pupils have a clear understanding of right and wrong, and are keen to take on responsibility. Pupils get on well together and are supportive of one another. They have a good understanding of how to live a healthy lifestyle, reflected in the Healthy Schools status. They enjoy their lessons and the other activities provided by the school.

There has been an improving picture of pupils' achievement since the last inspection, particularly in the Early Years Foundation Stage and in Key Stage 2. The school has identified that pupils' progress is not as rapid in Key Stage 1, because teaching is not as consistently good as it is in the rest of the school. It is taking steps to ensure that pupils in Years 1 and 2 build on their good achievement in Nursery and Reception, so that they enter Key Stage 2 with better levels of attainment. Transition procedures into Year 1, for example, are currently being revised with the intention of helping pupils to settle more quickly. By the time pupils leave Year 6, their attainment in English and mathematics is broadly average. The school is aware that attainment in writing throughout the school is relatively weaker than in reading and mathematics. As a result, it is reviewing its curriculum in order to offer pupils more opportunities for writing for different purposes and for being creative in their writing.

Improvements in pupils' achievement are the result of better teaching and assessment. Good new systems for assessing and tracking pupils' progress have been introduced, with extensive training for staff on how to implement these systems effectively. This means that teachers are now much more aware of the needs of the different pupils in their class, and are pitching tasks more accurately to give all groups the right amount of challenge. Marking and target setting are more rigorous in most classes, so that pupils, particularly those at the top end of the school, have a better understanding of how to improve their work and reach higher levels.

The headteacher and senior staff are ambitious, have accomplished much and give the school focused direction. Systems for monitoring the work of the school are thorough and effective, highlighting strengths and areas for development. School self-evaluation is realistic and accurate, and the school improvement plan focuses on the right areas for

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development. The governing body is involved well in holding the school to account. Although a number of senior and middle leaders have left for promotion, new leaders have been integrated quickly into the leadership structure and have a clear understanding of what is expected of them. Senior staff know what needs to be done next to move the school forward. Consequently, the school has good capacity for further continuous improvement.

## **What does the school need to do to improve further?**

- Raise attainment in writing across the school, by increasing the range of writing opportunities across the curriculum in all year groups.
- Improve achievement in Key Stage 1, by ensuring that all teaching matches the quality of the best practice.

## **Outcomes for individuals and groups of pupils**

**2**

The work seen in lessons and in pupils' books confirms that attainment is broadly average at the end of Key Stage 2, and that pupils achieve well from low starting points. Teaching styles are very supportive of the large numbers of pupils who are learning English as an additional language, so that they make good progress. Pupils with behavioural difficulties and with specific learning difficulties also make good progress, thanks to good-quality personalised support both in and out of class. In class, pupils are well behaved, attentive and ready to learn. In a Year 6 English revision lesson, for example, pupils were keen to show that they understood the features of writing a biography, and what made it different from an autobiography or a diary. They responded eagerly to their teacher's questioning and made thoughtful suggestions as to how they could make their writing lively and engaging. Similarly, in a Year 2 mathematics lesson, pupils were very involved in their learning, and ready to participate and discuss their ideas and thought processes. This enabled the teacher to check their understanding and correct any misconceptions. Sometimes, particularly in some Key Stage 1 lessons, teaching does not engage pupils fully and they are passive and slow to put forward their ideas.

Pupils are sensible and considerate in the way they move around the school. They understand how to keep themselves and others safe. Pupils' spiritual, moral, social and cultural understanding is good. Their participation in the 'Big Draw' art event is a good example of how the school promotes their sense of their own self-worth and of being part of the whole community. Pupils understand the school's values and ethos, and realise the role that they play in its life. They appreciate being recognised as 'saint of the week' or being nominated for 'May King and Queen' because of the contribution they make. They mix harmoniously and respect one another's differences. Pupils' attendance has improved and is now above the national average.

They are well prepared for secondary school and for later life, thanks to their improving attainment and attendance and their strong social skills.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Throughout the school, teachers have good relationships with their classes and manage them well, creating a positive climate for learning. They use resources well, especially visual aids which are particularly helpful for pupils learning English as an additional language. In most lessons there is good pace to the teaching and learning, and teachers keep a constant check on pupils' understanding through their use of questioning. Close attention is given to lesson objectives and success criteria, so that pupils know what is expected of them and how they will achieve it. Occasionally, tasks are not well matched to pupils' needs, particularly in some Key Stage 1 lessons and, as a result, their rate of learning is slower. There are some excellent examples of high quality marking and feedback to pupils, though these are not applied consistently in every class. Teachers do not always have high enough expectations for the quality of pupils' presentation of their work.

The school offers pupils a good curriculum with a secure grounding in literacy and numeracy and thorough coverage of other subjects. The curriculum has been reviewed and improved in depth and range, with an increased focus on subjects such as music and physical education, and the introduction of Spanish as a modern foreign language. There are good extra-curricular opportunities, and pupils talk with enthusiasm of representing the school in sports teams or as part of the choir. The school is currently reviewing the curriculum with the aim of creating more links between subjects. This is intended to

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enable pupils to use their skills in different situations and to have more opportunities to write at length in different subjects. The quality of care, guidance and support is good, particularly for pupils who are vulnerable. The school works closely with parents and carers, and draws effectively on the expertise of outside professionals and external agencies. Ongoing efforts to improve attendance have been successful, taking it from average to above average levels this year.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher and senior staff are committed to giving pupils the best possible start to their education, and have successfully improved provision and outcomes for pupils. The headteacher and deputy headteacher form a strong partnership, and they give effective support to those leaders who are new to their roles. New subject leaders have been given the time, opportunity and training to carry out their roles competently, and they are tackling the task of raising achievement in their areas with enthusiasm and confidence. It is too soon yet to evaluate the impact they are having. The governing body has a good awareness of the school's strengths and weaknesses, and has improved its capacity to challenge the school and hold it to account. Procedures for child protection are robust and staff training is up to date. Required checks on adults who come into contact with pupils are carried out promptly. The school promotes equality of opportunity and tackles discrimination well. The performance of the many different groups within the school is carefully tracked year on year, and effective action taken to remove their barriers to learning.

The school has built good relationships with parents and carers, and keeps them well informed, especially through the use of modern technology. Outside partnerships, particularly those with local authority services, benefit pupils and give them access to opportunities and expertise which they might not otherwise have. The school makes a good contribution to community cohesion. There are close links with the local community, particularly through the church, and the many different cultures represented within the school are celebrated and respected. The school is now using its connections through the church to develop links with other schools nationally and globally, to help the pupils understand what life is like for children living and learning elsewhere.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Children make good progress in the Early Years Foundation Stage. Relationships between adults and children are very supportive, and consequently children feel safe and secure. They enjoy exploring the good range of activities available to them, both indoors and in the recently extended outdoor area. During the inspection, some good work was seen promoting problem solving, reasoning and numeracy inside and outside the classroom, with children keen to work together independently to measure different resources. Adults work well with children, promoting their speaking and listening skills and developing their vocabulary. The school recently identified the need to create more opportunities for children to develop their writing skills and has set up new role-play and writing areas for this purpose. However, children are sometimes slower to choose writing than other activities, and staff are endeavouring to encourage their interest and develop their confidence in this area.

The Early Years Foundation Stage is well led. Systems for monitoring children's progress and identifying areas for development are simple, streamlined and efficient, enabling staff to plan accurately to meet the needs of individuals. Very positive working relationships have been fostered with parents and carers, who are welcomed into the setting and fully involved in their children's learning. The introduction of 'Wow' cards, enabling parents and carers to highlight their children's achievements at home, is a good example of this.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The proportion of parents and carers who responded to the questionnaire was lower than average. Those who responded were pleased with the school and what it offers their children. Almost all felt that their child enjoys school, that the school informs them about their child's progress and that the school helps their child to have a healthy lifestyle. A few felt that the school does not deal effectively with unacceptable behaviour, that the school is not led and managed effectively, or that the school does not take account of their suggestions and concerns. Inspectors investigated these concerns but found no evidence to endorse them. During the inspection, management of pupils' behaviour in class and around the school was good, and no lessons were disrupted in any way by unacceptable behaviour. The school is led and managed well and, as a result, there has been a great deal of improvement in provision and outcomes for pupils. The school is always ready to listen to parents' and carers' suggestions and concerns, and both teachers and senior staff are accessible to parents and carers at the beginning and end of the day. Increased use of new technology is currently improving channels of communication still further.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Mary's Kilburn Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 58 completed questionnaires by the end of the on-site inspection. In total, there are 230 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	59	22	38	1	2	0	0
The school keeps my child safe	33	57	22	38	3	5	0	0
My school informs me about my child's progress	25	43	32	55	1	2	0	0
My child is making enough progress at this school	28	48	26	45	3	5	0	0
The teaching is good at this school	34	59	22	38	1	2	1	2
The school helps me to support my child's learning	30	52	25	43	2	3	0	0
The school helps my child to have a healthy lifestyle	28	48	29	50	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	31	30	52	2	3	0	0
The school meets my child's particular needs	20	34	32	55	4	7	0	0
The school deals effectively with unacceptable behaviour	19	33	30	52	8	14	1	2
The school takes account of my suggestions and concerns	19	33	31	53	6	10	1	2
The school is led and managed effectively	18	31	30	52	8	14	1	2
Overall, I am happy with my child's experience at this school	30	52	22	38	6	10	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



9 May 2011

Dear Pupils

**Inspection of St Mary's Kilburn Church of England Primary School, London NW6 4PG**

Thank you for making us so welcome when we visited your school recently and for helping us with the inspection. We really enjoyed talking to you, looking at your work and sharing your lessons.

We found that St Mary's is doing well and giving you a good start to your education. These are just some of the things we liked about your school.

- You enjoy coming to school and your attendance has improved.
- You are well cared for and those of you with particular needs are well supported.
- You are making good progress in your lessons, because you are well taught.
- You behave well in lessons, around school and in the playground.
- You have good relationships with one another and with your teachers, and you show respect for the different backgrounds of others.
- You make a good contribution to the daily life of the school.
- The senior leaders are doing a good job and know how to make the school even better.

To help the school improve further, this is what we have asked the staff to do.

- Make sure that you all do as well as you can in your writing.
- Make sure that those of you in Key Stage 1 learn as well as those in the Early Years Foundation Stage and Key Stage 2.

You can help by trying not to make mistakes in your written work, by using the best words you can think of to make your writing interesting, and by making sure your work is as neat and tidy as possible.

Yours sincerely

Jane Chesterfield

Lead inspector

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