

# The Kilburn Park School Foundation

Malvern Road, London, NW6 5RG

**Inspection dates** 5–6 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Require improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because:

- There is too much variation in the quality of teaching. Many of the inconsistencies in teaching quality arise from planning that does not take accurate account of what pupils need to learn next and tasks that are not challenging enough for the most-able pupils.
- Where teaching is weak, pupils' progress is adversely affected and higher-ability pupils in particular do not achieve as well as they should.
- Marking does not always help pupils to improve their work and teachers do not always check whether pupils have acted on their comments.
- New procedures for improving the quality of teaching and managing the performance of staff are not yet fully established.
- There has been a high turnover of staff since July 2013 which has impeded the drive to improve the quality of teaching.
- Many of the school's middle leaders are new to their roles and have not had sufficient time or training to apply systematically the school's recently introduced systems and policies; nor are they experienced at ensuring that staff are accountable for the areas they manage.

### The school has the following strengths:

- The school has improved steadily since the last inspection.
- As a result of the action taken by the headteacher and the deputy headteacher, the quality of teaching, especially in Year 6, is improving.
- Pupils' attainment in English and mathematics at the end of Key Stage 2 was above average in 2013 and this rising trend is being sustained.
- Disabled pupils, those with special educational needs and those for whom English is a second language achieve well as a result of the good support they receive.
- Pupils' behaviour is good. They are keen to learn and know how to keep themselves safe.
- Governors are increasingly holding the school's leaders to account for the school's performance.
- A strong sense of community is successfully promoted by the headteacher, who is highly regarded by pupils, parents, carers and staff alike.

## Information about this inspection

- Inspectors observed 14 lessons, four of which were jointly observed with the headteacher and the deputy headteacher. Inspectors undertook a series of short visits to other lessons across the school, observed an assembly and listened to children read.
- Meetings were held with staff and pupils. The lead inspector met with the Chair of the Governing Body and spoke to a representative from the local authority by phone.
- There were very few responses to the online Parent View survey but inspectors took account of the views of the parents and carers they met. Inspectors also considered the 12 responses to the staff questionnaire.
- Inspectors scrutinised a range of documentation, including the school's self-evaluation, improvement plans, pupil performance data, safeguarding policies, and records and documents relating to staff performance.

## Inspection team

Lesley Leak, Lead inspector

Additional Inspector

Cliff Mainey

Additional Inspector

## Full report

### Information about this school

- This junior school is much smaller than average.
- A significant number of pupils join and leave the school part-way through their primary education.
- The proportion of children who are eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those from service families, is exceptionally high.
- The proportion of pupils from minority ethnic groups is very high.
- The proportion of pupils speaking English as an additional language is well above the national average; some 15% of the pupils are at an early stage of learning English.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well above average. The proportion of pupils with special educational needs supported through school action is above the national average.
- There has been a high turnover of staff since July 2013.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Improve the quality and consistency of teaching across the school so that all pupils make rapid progress by ensuring that:
  - all teachers use the school's assessment information to set work that is closely matched to all pupils' needs and ability levels
  - when they see their marking, pupils not only know what to do next, but are routinely given opportunities to act on their teachers' comments and corrections.
- Strengthen the leadership of teaching by:
  - training all leaders to take full responsibility for assuring the quality of teachers' planning and for assessing its impact on the progress of all pupil groups and individuals
  - fully applying the new systems for improving the quality of teaching, including the recently introduced performance management arrangements that are linked to pay progression
  - providing effective professional development that is tailored to meet the needs of each member of staff.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' progress is uneven within different year groups across the school. Pupils make rapid gains in some classes but slower progress in others.
- Some higher-ability pupils do not make sufficiently rapid progress in either English or mathematics, so that by the time they leave school at the end of Year 6 they have not done as well as they might.
- Overall, pupils' attainment has been steadily improving since the last inspection. In 2013, by the end of Key Stage 2, pupils' attainment in reading, writing and mathematics was above average. Evidence of current performance shows that this rise in pupils' achievement will be sustained by the current Year 6.
- Pupils supported through the pupil premium, including those known to be eligible for free school meals, are doing better than their peers and reaching standards above the national average in English and mathematics. This is because the additional funding has been well spent on additional support, such as one-to-one activities and other small-group interventions. Some variation in this group's progress can be seen in different year groups across the school and this directly reflects the unevenness in the quality of teaching.
- Half-termly checks on pupils' progress ensure that anyone who needs extra help is identified quickly and provided with specific support. Consequently, disabled pupils, those with special educational needs, and those who speak English as an additional language make good progress from their lower starting points because they benefit from the extra help. The attainment of these pupils in writing, reading and mathematics was in line with, or above, national averages in 2013. This represents good achievement for these groups of pupils.
- The school makes good use of the government's additional funding for sport by employing a coach for dance and physical education who has broadened the range of sports available, and by training the school's staff to ensure that this provision will continue. Pupils are enthusiastic about the enhanced sports provision and their participation rates are high.

### The quality of teaching

### requires improvement

- The quality of teaching varies too much across the school and, as a result, pupils' rates of progress are sometimes not fast enough. This particularly affects the most-able pupils.
- In the weaker lessons, teachers' planning does not take account of what pupils need to learn next and tasks are not challenging enough, particularly for the most-able pupils. Teachers' explanations are too long and opportunities are missed for pupils to discuss their ideas and work out things for themselves.
- Teachers' marking is regular but it does not always have a strong impact on pupils' learning. A new system has been introduced to improve the quality of marking so that pupils are clear about their targets and how to improve their work but this is not yet consistently applied. Although pupils in some classes are encouraged to correct their mistakes, their teachers do not routinely check their revised answers.
- Additional adults effectively support pupils in need of extra help, including pupils who have special educational needs or who are in the early stages of learning to speak English, often through in-class support, small-group work or one-to-one tuition. The recently introduced assessment and tracking information has ensured that all of the staff have a very clear picture of the achievement of these groups so they can provide the right interventions when required. In the best lessons, teachers' planning is carefully targeted and teachers have high expectations of what their pupils can achieve. Lessons move at a brisk pace, with time used well to maximise pupils' learning, and a sharp focus on good speaking and listening is maintained. Teaching comes alive when lessons capture pupils' imagination. In one successful Year 3 lesson, pupils

made effective use of a virtual library of books. They were excited about the chance to choose their own book from a selection that held just the right level of challenge. The school has fostered a love of reading and this, alongside the continued reinforcement of pupils' phonic skills, helps pupils to make good progress in reading.

### **The behaviour and safety of pupils** are good

- Pupils are extremely well-mannered, polite and courteous around the school. They are welcoming to visitors and are often keen to talk about their pride in the school.
- Most pupils have very good attitudes to learning and this is particularly evident when they are provided with challenging, stimulating and engaging tasks. Even in lessons where teaching requires improvement, pupils in general work hard and strive to do their best.
- Pupils have a good awareness about different forms of bullying and learn about internet safety. They said that bullying is not a problem in the school because it is such a friendly community where everyone cares for one another. They said that on the rare occasions when bullying happens, it is dealt with swiftly by the school.
- All pupils feel safe and well cared for. The playground is well organised with an exciting range of equipment. During this inspection, pupils stayed inside for 'wet play' and they acted responsibly, managing their own risk well.
- Pupils value the many opportunities to take on important roles and responsibilities, for example as members of the school council and as prefects. They enjoy participating in forums to bring about change and feel they are listened to and that they have a voice.
- Pupils' attendance has improved since the last inspection and is now broadly in line with national averages, as a consequence of a successful rewards scheme and the provision of a breakfast club.

### **The leadership and management** require improvement

- The school's leaders have not yet secured good achievement in every year group, or ensured consistently high standards of achievement for the most-able pupils, because the quality of teaching remains inconsistent.
- The headteacher, the deputy headteacher and the governing body have an accurate picture of the school's strengths and weaknesses and there is a good plan to tackle shortcomings. However the pace and quality of change are not rapid enough in some areas because of a recent high turnover in staff and the associated difficulties in recruiting suitable replacements.
- Many of the school's middle leaders are new to their roles and have not had sufficient time or training to apply the new systems and policies systematically; nor are they experienced at ensuring that staff are accountable for the areas they manage.
- Systems for managing staff performance have been strengthened with the introduction of an individual action plan for every teacher together with performance targets which are aligned closely to their pay progression, but this new initiative, designed to increase staff accountability, has not yet been fully applied.
- The headteacher and the deputy headteacher have been highly successful in addressing underachievement in Year 6. As a result, many more pupils are now reaching above-average levels of attainment in English and mathematics. The school rigorously tracks pupils' progress, which is monitored every half term. In discussion with class teachers, support plans are effectively activated for pupils at risk of falling behind.
- The curriculum meets the needs of most pupils well and is successfully broadened by a wide range of enrichment activities including exciting residential trips. Pupils can join clubs, such as art and textiles, and participate in activities, such as dance and rounders. There are many opportunities for pupils to write at length across the curriculum, especially in Year 6.

- Pupils' spiritual, moral, social and cultural development is good. Pupils celebrate the diversity of different cultures and faiths and care well for one another. Assemblies provide good opportunities for pupils to reflect on important themes such as the significance of Armistice Day.
- Parents and carers, including those who are new to Britain, are well supported to help their children at home. Pupils who are at risk of falling behind with English and mathematics are given an opportunity to attend booster classes on Saturdays and the school keeps parents and carers very well informed about their children's progress. Pupils who speak English as an additional language and those who are eligible for the pupil premium funding are especially encouraged to attend.
- Parents and carers are very supportive of the school and what it has to offer. A strong sense of community is promoted by the headteacher, who is held in high regard by pupils, parents, carers and staff alike.
- Following the previous inspection, the local authority has continued to hold the school to account for its progress and closely monitors its performance. Nonetheless the school is given the responsibility to develop its work in relation to the local authority's expectations.
- **The governance of the school:**
  - Since the previous inspection, the governing body has been reconstituted, and a new Chair of the Governing Body has been appointed to provide greater challenge and support for the school. Members of the governing body bring a wide range of professional skills to the role and attend regular training sessions to increase their expertise. Governors have an accurate knowledge of what happens in the school and are well informed about pupils' progress. This enables them to ask challenging questions about the achievement of different groups of pupils. Governors know that the pupil premium funding is used effectively to support eligible pupils. The governing body ensures that safeguarding arrangements meet statutory requirements and that equality of opportunities is promoted well. They hold the school to account for the management of its finances and have begun to monitor the link between the performance of staff and the salaries they receive.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	101556
<b>Local authority</b>	Brent
<b>Inspection number</b>	425528

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	195
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lesley Smith
<b>Headteacher</b>	Mr Laurence Keel
<b>Date of previous school inspection</b>	11–12
<b>Telephone number</b>	020 7624 7603
<b>Fax number</b>	020 7328 9310
<b>Email address</b>	headteacher@kilburnpark.brent.sch.uk



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