

# Inspection of The Kilburn Park School Foundation

Malvern Road, London, Middlesex NW6 5RG

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Inspection dates: 10–11 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Outstanding</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this school?**

The Kilburn Park School Foundation is a welcoming school for all. The atmosphere around the school is calm and purposeful. Pupils love this school. Their attendance is high because they enjoy coming to school.

Pupils said that the school is like 'a small family', and their parents and carers agree. Pupils are happy and feel well cared for. They are polite and show respect to each other and adults. Pupils that we spoke with said that behaviour is good and that bullying is rare. They have confidence that leaders and staff would listen to any of their concerns and deal with them. Older pupils have many responsibilities, including helping younger pupils.

Leaders and staff know pupils well and have high expectations of all pupils. They ensure that the curriculum is broad and engaging. Pupils listen and concentrate well in lessons because they are keen to learn. Behaviour is excellent. As a result, pupils learn and achieve well. The school prepares pupils well for the future.

Pupils said that they enjoy their subjects and the wide range of after-school clubs. They have lots of sporting activities to keep them fit and active. Many pupils enjoy music and learn to play a range of musical instruments.

## **What does the school do well and what does it need to do better?**

Leaders have created a broad and ambitious curriculum. This helps pupils to enjoy learning and achieve well in all subjects.

All pupils, including those in Year 6, study the full range of subjects expected in a primary school. The curriculum and teaching plans for most subjects are clear and well thought out. For example, there are strong plans in reading, writing, mathematics and science. Specialists in physical education (PE) and music ensure that the curriculum is taught well in these subjects. However, the content in a few subjects is yet to build on pupils' knowledge and understanding. This is particularly so in computing and geography. Staff need further training to ensure that pupils develop a secure knowledge and understanding in these subjects. Leaders have firm plans in place to improve the curriculum in these subjects.

Pupils enjoy reading. Improving pupils' reading has been a priority for leaders. Pupils learn the sounds that letters make rapidly because of the improvements in the teaching of phonics. Staff provide good support to most pupils who struggle with their reading. This helps them catch up with their classmates. Pupils have a broad range of books to choose from. However, some pupils have books that they find too hard to read. This is particularly so for pupils who are at the early stages of learning English. Sometimes, their reading books do not match the sounds that they know. Some pupils are not provided with harder books to extend their reading.

The mathematics curriculum is challenging. Pupils use the skills and knowledge they

have learned to solve complex mathematical problems. In science, pupils can explain what they have been learning over time on forces. For example, they said that they had learned about magnetic forces in Year 3 and friction in Year 5. They said that forces in a magnet can either push or pull things and friction can slow moving objects. The science 'floor books' show the high quality of learning in science.

Pupils' behaviour and attitudes are excellent. They concentrate on their work at all times and achieve well. Pupils learn about British values. They show respect for different cultures, faiths and religions. Pupils' rich experiences in school support their personal and social development well.

There is a strong commitment to providing equal opportunities. Pupils with special educational needs and/or disabilities receive the right support. As a result, these pupils learn well.

A growing number of pupils joining the school have little knowledge of English. Pupils receive strong support from staff in the school's Dolphin Centre. They move on to their main classes when they are ready.

Skilled and experienced governors know the school well. They provide strong support and challenge to senior leaders. In this way, they ensure that the school improves. However, governors and senior leaders have not ensured that teachers have a reasonable workload. Staff said that they spend too much time collecting assessment information. Sometimes, they feel over-scrutinised by leaders checking their lessons.

Leaders work well with parents. They have organised workshops for parents on reading and safeguarding.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that there is a strong culture of keeping pupils safe. All staff receive training on safeguarding and have regular updates. Staff know what signs to look for if they have any concerns about a pupil's safety.

Leaders have a good understanding of the local risks and issues. They work well with parents to keep pupils safe. Pupils know how to stay safe at school, at home and in the local community. Leaders work well with other agencies to provide early help to families.

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

## **(Information for the school and appropriate authority)**

- The school's curriculum is not yet planned and sequenced in some subjects, particularly computing and geography. However, leaders have identified this and are taking clear actions to improve these subjects.
- Pupils' reading has improved. However, some pupils continue to struggle to read fluently. Leaders need to ensure that pupils' reading books match the sounds that they know. They should also ensure that the most able pupils are routinely given challenging books to extend their reading.
- Governors and senior leaders need to ensure that teachers' workload is reduced and managed effectively.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	101556
<b>Local authority</b>	Brent
<b>Inspection number</b>	10110429
<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	160
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mary Arnold
<b>Headteacher</b>	Marina Shah
<b>Website</b>	<a href="http://www.kilburnpark.brent.sch.uk">www.kilburnpark.brent.sch.uk</a>
<b>Date of previous inspection</b>	15–16 March 2016

## Information about this school

- In September 2019, governors appointed the head of school as the interim headteacher.
- The school has a higher-than-average proportion of pupils who join at different times in the school year.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- During the inspection, we met with the headteacher and the leadership team, including subject leaders. We also met with some members of staff.
- We met with the chair of governors and the vice-chair. We also met with a representative from the local authority.
- We focused deeply on reading, mathematics, PE and music. We also looked at other subjects, including science and computing. Activities included discussions with senior and subject leaders about these subjects. We also discussed these subjects with pupils and teachers, and visited lessons to look at pupils' work.
- We checked the single central record and met with the designated safeguarding

lead to discuss the safeguarding arrangements. Policies and documentation in relation to safeguarding and child protection were reviewed with leaders.

- We had a discussion with a group of pupils across the year groups about safety, behaviour and learning and their views about the school.
- We observed and spoke with pupils at breaktime. We also attended a school assembly.
- We spoke with some parents at the school gate and considered the school's most recent parental survey.

### **Inspection team**

Avtar Sherri, lead inspector

Ofsted Inspector

Sean Flood

Ofsted Inspector

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