

Inspection of a good school: Kilburn Grange School

Priory Park Road, Kilburn, Brent, London NW6 7UJ

Inspection dates: 15 and 16 May 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Helen Khinich. This school is part of Bellevue Place Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Mark Greatrex, and overseen by a board of trustees, chaired by Claire Delaney.

What is it like to attend this school?

Pupils are rightly proud to be part of the community at Kilburn Grange. They enjoy attending school, including spending time with Neo, the dog mentor. Staff are fully committed to the school's motto of 'growing hearts and minds to learn, enjoy and succeed'.

The school has high ambitions for all pupils, including those with special educational needs and/or disabilities (SEND). Leaders and staff are relentless in ensuring that pupils benefit from a broad and rich education. As a result, there is a palpable love of learning. Pupils achieve well and are very well prepared for the next stage of their education.

Pupils develop their interests and talents through a range of additional activities, including dodgeball, chess and cooking. Pupils share their skills at show-and-tell assemblies and the termly talent shows. They readily take on responsibilities around the school as friendship buddies, classroom monitors and school council representatives. Pupils value these roles because they learn to act as role models for younger pupils, and are empowered to vote for their classmates.

Pupils' conduct is exemplary, and they demonstrate impeccable manners towards one another and visitors. They know how to raise any concerns they may have with trusted adults. As a result, pupils feel safe and are kept safe at school.

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

In each subject, and areas of learning in early years, leaders have identified the most important concepts that pupils need to learn and remember. These are sequenced so that pupils return to, practise and consolidate key ideas. This enables pupils to tackle increasingly complex learning over time. For example, in art and design, children in early years use materials such as seashells, feathers and branches to recreate familiar facial expressions. This supports older pupils to create increasingly complex and refined collages and sculptures. Pupils enjoy having their work exhibited in the school 'gallery' and in Kilburn Library.

Children in early years have an excellent start to their education. The well-designed curriculum enables them to explore learning with increasing curiosity and independence. Early communication and language development is a priority. Expert staff provide a language-rich environment that supports children to learn new vocabulary and to express their needs with confidence.

Reading is prioritised. Children begin learning to read from the start of their Reception year. Pupils, including those with SEND, have regular opportunities to practise reading with books well matched to the sounds they are learning. This helps pupils to become confident and fluent readers. Pupils are inspired to be avid readers. They enjoy visiting the local library and talks from local authors.

Pupils with SEND are accurately identified. Staff are well trained to understand how best to adjust the curriculum and teaching to support pupils. Leaders work closely with specialist services. For example, speech and language therapists help tailor support so that pupils can access the same ambitious curriculum as their peers, wherever possible.

Pupils are very well behaved, and lessons are rarely disrupted. Effective systems for expressing emotions and opinions are used consistently across the school. Pupils use these to manage their own behaviour and to support one another to resolve tensions should they arise. Leaders have worked closely with families to maintain high levels of attendance and punctuality.

Pupils' wider personal development is a real strength. The curriculum is well designed to help pupils understand important concepts. For example, younger pupils learn about staying physically healthy. This supports older pupils when they learn about the changes to their body during puberty. A carefully planned extracurricular offer enables pupils to build on what they learn in the classroom. For example, pupils, including children in early years, visit their local parks and heaths so that they can forage. Older pupils learn to use a compass in their locality. Pupils in Year 6 have visits from a local photographer so that they can learn to use a professional camera ahead of their art residential to Florence in the summer.

Leaders, and those responsible for governance, know the school's strengths and areas of development. They fulfil their statutory duties effectively and use their expertise to challenge and support the work of the school. Together with staff, there is a shared vision to innovate and keep learning. As a result, all pupils benefit from a high-quality education.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in July 2018.

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 information from Ofsted Parent View 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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	141751
Local authority	Brent
Inspection number	10323406
Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	215
Appropriate authority	Board of trustees
Chair of trust	Claire Delaney
Headteacher	Helen Khinich
Website	www.kilburngrangeschool.org.uk
Dates of previous inspection	3 and 4 July 2018, under section 5 of the Education Act 2005

Information about this school

- The school provides a breakfast and after-school club on site.
- The school does not currently make use of any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher, deputy headteacher, early career teachers, members of the local advisory board and trustees.
- The inspector did deep dives in these subjects: reading, art and design, and mathematics. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils and looked at samples of their work.

- The inspector also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record of pre-employment checks; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector scrutinised a range of documentation provided by leaders, including their priorities for improvement.
- The inspector considered the views of parents, pupils and staff through discussions and their responses to Ofsted's online surveys.

Inspection team

Matea Marcinko, lead inspector

His Majesty's Inspector

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