

INSPECTION REPORT

THE KILBURN PARK SCHOOL FOUNDATION

Kilburn, London NW6

LEA area: Brent

Unique reference number: 101556

Headteacher: Mrs M. Condon

Reporting inspector: Mr. P. R. Sudworth
2700

Dates of inspection: 28th - 29th November 2000

Inspection number: 224714

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Foundation
Age range of pupils:	7-11 years
Gender of pupils:	Mixed
School address	Malvern Rd., Kilburn, London
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr D. Kennedy
Date of previous inspection:	10th-12th June, 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Kilburn Park School Foundation is smaller than the average primary school and caters for junior aged pupils aged 7-11 years. It has 119 pupils on roll educated in four classes and has one class for each year group. Pupil numbers have been stable over the past few years. Just over half the pupils, (55%), are entitled to free school meals and this is above the national average. Nearly three-fifths of the pupils, (57%), speak English as an additional language and this is very much higher than the national average. Three pupils are at an early stage of language acquisition. Forty-seven pupils (39%), above the national average, are on the special educational needs register. Seven of these pupils are on the later stages, of whom one has a statement. The school population comprises pupils from many ethnic backgrounds and white pupils constitute less than one quarter. Sixty-seven pupils are supported through ethnic minority funding. The largest groups are pupils of Caribbean origin (32%) and Black African (28%). Twenty-five pupils are refugees, mainly from Somalia. Attainment on entry is broadly average. The school serves the immediate local area, which comprises several high rise blocks of flats. The area has recently been assigned as an area of regeneration and given 'new deal for communities' status. A recent initiative 'Excellence in Cities' includes a link with the neighbouring Queens Park Community School to identify gifted and talented pupils.

HOW GOOD THE SCHOOL IS

Kilburn Park Foundation School is a very good school and is very well led and managed. All members of staff are deeply committed to the children's welfare and ensure that the pupils make good progress in their learning. The quality of teaching is good. The pupils' standards of work are good and frequently well above national averages. The pupils have excellent attitudes to their work and enjoy school. They make very good progress in their personal development. The school provides good value for money.

What the school does well

- The vision of the school's leadership, the aspirations of the school and the commitment of the staff in securing a caring, pleasant and productive learning environment;
- Standards the pupils attain in national tests and the quality of work in information and communication technology;
- The breadth of educational experiences offered to pupils;
- The progress pupils make who have special educational needs and also the progress of pupils who speak English as an additional language;
- The school's partnership with its parents and the local and wider community.

What could be improved

- The quality of pupils' work presentation skills;
- The development of the library;
- Consistency in the quality of marking and use of assessment.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. Very good progress has been made since then. National test results have improved very significantly and standards are much improved in mathematics, music and in information and communication technology. They are now above expectations in information and communication technology throughout the school. Pupils who have special educational needs make good, rather than the previously reported satisfactory progress. Teaching methods are more effective in mathematics. The overall quality of teaching has improved significantly. Pupils who speak English as an additional language now receive good support. Better use is made of assessment to inform teaching, although there is still room for improvement. It is particularly effective for English as an additional language pupils and those who have special needs. Pupils' attitudes have improved from good to excellent. The provision for pupils' spiritual, moral, social and cultural development has improved from sound to very good. The content of reports to parents on

their children's progress is much better. School development planning now focuses on the further improvement of standards across the curriculum. Accommodation has improved and is now good.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A	C	A	A*	very high A* well above average A above average B average C below average D well below average E
Mathematics	A	B	A*	A*	
Science	A	A	A*	A*	

The school's national test results are impressive and indicate that the pupils make good progress during their time in the school. In 2000 they were particularly good and in the top 5 per cent of schools when judged against all schools nationally in both mathematics and science and well above those for all schools nationally in English. In comparison with similar schools, based on the percentage of pupils entitled to free school meals, the school was in the top 5% in all three subjects, representing an excellent standard, given that many pupils speak English as an additional language. The school's trend of improvement in English, mathematics and science is better than the national upward trend. In 2000, 36% of pupils in English, 43% in mathematics and 39% in science reached a standard higher than expected for their age at the end of Year 6. Pupils' standards of work in information and communication technology are higher than national expectations throughout the school. Pupils leave the school with very good computer skills and gain much confidence and self-assurance in their use. The school exceeded the targets it had set itself for the pupils' levels of attainment in 2000. Standards in religious education are in line with expectations in the Local Agreed Syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils enjoy school. They show very good levels of interest in their work and are very keen to do well.
Behaviour, in and out of classrooms	Their behaviour is good overall. It is very good as they get used to the school's expectations and high standards. Pupils who may have a tendency to misbehave are drawn in to the school's ethos of politeness, good manners, work and endeavour and the examples set by older pupils.
Personal development and relationships	Relationships amongst the pupils, between staff and pupils and amongst the staff are very good. Pupils' gain much in their personal development from the breadth of experiences provided for them and the high level of care and concern for each individual. Each child is known well and valued.
Attendance	Good. Above the national average.

Pupils gain much from their school experiences, reflected in the sensitivity and pride with which both past and present pupils talk and write about their love for the school. They gain in confidence, aspiration and ambition and yet with a strong sense of feeling for the needs of others.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall			Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

All 21 lessons observed in the two days of inspection were satisfactory or better. Of these, nearly one-quarter (24 %) were very good, nearly three-fifths (57%) good and the remainder nearly one-fifth (19%) satisfactory. The teaching of English and mathematics is good and literacy and numeracy skills are taught well. Teachers have high expectations of what pupils can achieve and pupils rise to the demands made of them. A significant feature of the teaching is the good partnership between the teaching assistants and the classteachers. The teaching assistants play a significant part in the good progress made by special needs pupils and of those who speak English as an additional language. The very good teaching of music by the specialist music teacher from the secondary school is promoting pupils' interest and enjoyment of the subject. The teaching of information and communication technology is a particular strength. Pupils' enthusiasm, work ethic and their own knowledge of their targets for improvement are significant factors in the good progress that they make. Pupils work well together in pairs and in groups when required. In mathematics, sometimes similar work is given to all pupils and some pupils find it hard to manage but work across the curriculum is usually challenging and good support is given to pupils who are slower to learn.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school offers pupils a suitably broad curriculum, which is supported well by educational visits. Extra-curricular provision is good with particularly effective community support in a range of activities.
Provision for pupils with special educational needs	Very good provision is made for pupils who have learning and emotional difficulties and they make good progress in their work as a result.
Provision for pupils with English as an additional language	Pupils learn English quickly because of the good level of informal interaction between pupils and the good support from adults in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for pupils' social development is excellent and for their spiritual, moral and cultural development it is very good. Pupils develop considerable maturity in dealing with adults because of the range of people they meet and with whom they work.
How well the school cares for its pupils	Procedures for child protection and their general welfare are very good. The use of assessment could be better to plan the next stages of learning in some cases but good use is made of it for those who have special learning needs.

The school has excellent links with its parents and they think highly of the school. Pupils are offered a wide range of experiences including visits to museums, galleries and visits abroad. Provision of extra-curricular activities is good. Information and communication technology is a particular strength. The school has acquired several benefactors who contribute financially or work voluntarily with children. Some anonymous benefactors called 'guardian angels' provide materially and financially for pupils who are very needy. The school has very good arrangements to ensure that the pupils are well turned out for school, for example through its own clothing stalls and the provision of a free school uniform for every child when starting the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives very good leadership. The well thought through aims and philosophy are very significant in setting the tone and atmosphere in the school. Members of staff are mutually supportive and work as a team. The headteacher sets high standards of care and compassion and ensures that all visitors receive a friendly welcome. All members of staff are deeply committed to the children.
How well the governors fulfil their responsibilities	The Governing Body fulfils its statutory responsibilities and is well led by its hardworking, well informed and committed chair of governors.
The school's evaluation of its performance	The school evaluates the performance of pupils at regular intervals and analyses the results from national tests to help future performance. The school's priorities for development are monitored regularly.
The strategic use of resources	The school costs all its planned developments. Its large financial balance is committed for specific capital projects to improve school facilities further. The school is particularly adept at obtaining grants and support to assist its work. It ensures it receives good value for any expenditure.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Responses to the parents' questionnaire were very favourable. The statements below indicate those in which 85% of parents or more were <i>strongly</i> in agreement.:</p> <ul style="list-style-type: none"> • The school expects their children to work hard and achieve their best; • The teaching is good; • The school is well led and managed; • Their children like school; • Behaviour in the school is good; • Parents feel able to approach the school with any concerns or problems. 	<ul style="list-style-type: none"> • There was a very high satisfaction rate with the work of the school and <i>no suggestions for improvement</i>.

The inspection team is fully in agreement with the parents' supportive views of the school. The pre-inspection meeting for parents, attended by 28 parents, was also very strongly supportive of good standards of work, behaviour, good leadership and the school's values.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The strategic vision of leadership, the aspirations of the school and the commitment of the staff in securing a caring, pleasant and productive learning environment;

- 1 The main key to the school's success is the vision of leadership at all levels and the deep commitment of all members of staff to do their best for the pupils and to offer them a wide range of experiences. There is a conscious attempt to give pupils' self-esteem and to enable the pupils to have a vision for their own futures. The school clearly believes in a 'can do' culture. Pupils are seen as capable learners. The staff is certain it can make a difference to the pupils' life chances. This positive thinking drives the school forward and is producing impressive results in the standards achieved and in pupils' self-esteem and confidence. Inspectors found it a privilege to be in this school.
- 2 The headteacher has led the school very well in securing the culture of achievement and maintaining it in practice. There are clearly expressed and agreed school and curriculum aims, a whole school philosophy and a teaching and learning policy which ensure that all are clear about the purpose of education for the pupils at the school and for their lives beyond. The curriculum aims clearly try to encourage a culture of thinking pupils and who also have a concern for others. They do things for charity regularly. Recently they made cards for the Salvation Army to sell to benefit the homeless. They engage in out of school work in the local community, particularly with the elderly. They care for their own local environment and write letters to ask the council to take action about graffiti.
- 3 Learning experiences are designed to enable pupils to take an informed, critical and productive part in groups, and to think, analyse and solve problems and issues scientifically, rationally and objectively. All learners are expressly stated to be of equal value and have unlimited potential for further development. Separate lists of statements indicate how teachers, pupils and parents are to work towards the school's aims. All are, therefore, clear about the purpose of the school and how the various elements are to work together and this is reflected in practice.
- 4 The high proportion of parents who attended the parents' meeting and the overwhelming support in the questionnaire clearly indicate the school's success in forging this partnership. Parents expressed particular appreciation of the way the headteacher goes to the gate each morning to greet the children and their parents and to welcome them to school. She is also forging links with parents and children of the nearby infants school who pass by the gate in the morning. In this way she gains the confidence of the parents and gets to know the families very well.
- 5 Pupils clearly appreciate what the school does for them. A recent Year 6 cohort wrote as a group on leaving, at the school's Year 6 graduation day, which is a particular feature of the school's programme, 'You have helped us to learn and play with the love, kindness and fairness you have shown us..... We hope to go on and do our best and come back to tell you.....We love you all and we will miss you very much'. Current pupils have their individual aspirations and talk of going to university and entering the professions.
- 6 The school offers the pupils a very good level of care. It shows much concern for pupils and sets standards in dress, good manners and thought for one another from the outset. The school gives to each new pupil a full uniform when they begin the

school, in whatever year group, and also provides opportunities for parents to purchase other clothing at affordable prices. Pupils, as a result, are neatly turned out for school. The school has set up a system of anonymous 'guardian angels' who support certain very needy children and ensure that they are well provided for. A very good link with the American School in London produces rich educational benefits for the students of the American School and for the school's pupils. However, the pupils are also challenged to obtain things for which they ask. Older pupils were challenged to raise £28 each through their own efforts to buy the recently acquired lockers in which they keep their belongings.

- 7 Pupils are taught to be polite and well behaved. They become confident and respectful with adults and demonstrate good manners, such as holding open doors and remembering to say 'thank you'. Their relationships with one another are very good and they develop an enthusiastic attitude for school. This is because of the quality of learning opportunities which are offered to them, including educational visits and trips abroad. As they go through the school, they become increasingly mature and they take on a serious approach to their work. The pupils are proud of their school and what is done for them and they thank you for coming.
- 8 The school provides a thoughtfully homely and good quality learning environment and models some good practice. Flowers are placed on the dining tables and furnishings are comfortable. The library is well equipped with good quality, comfortable settees and armchairs in which pupils may relax. The medical room is set out as a bedroom with duvet covered bed, complete with a teddy. The technology room with a full suite of computers can accommodate a whole class and is maintained in good working order by the caretaker/technician. The school is constructing its own mini-theatre to develop pupils' dramatic and speaking skills and confidence in front of others.
- 9 A significant factor in the school's success is the way in which, through its own endeavours, it has forged links with industry and the larger community. These links have resulted in some people working voluntarily in the school and in monetary donations which have benefited the school's resources, for example sponsored football shirts. The extra resources are very significant in the quality of all round provision. The additional helpers enable pupils to work in small groups and to receive sustained adult support.
- 10 The level of staff commitment is very high. Members of staff are prepared to work long hours. They attend twice-weekly in-service training and talk constantly about their practice. Teaching assistants are valued highly and contribute effectively to the quality of provision. Along with the class teachers, they attend training courses and have taken part in numeracy and literacy training. Members of staff are intent on widening the pupils' horizons. They take pupils abroad. In London they use the rich heritage of museums and art galleries to very good effect, thereby constantly broadening pupils' learning experiences. They give up time during holidays and weekends to provide extra tuition classes. All individuals are valued and the award of 'Investors in People' status and 'obtaining the 'Charter Mark' are justly deserved. The school has good links with teacher training institutions, which provide mutual benefits for both students and the pupils.

Standards the pupils attain

- 11 The pupils make good progress in most aspects of their work and in their development as individuals. They develop excellent attitudes and by the age of eleven are mature and sensible in their conduct and in their relationships with one another. They make good academic progress in all subjects and very good progress in information and communication technology. The school has made very good progress since the last inspection in improving standards and in the work with special educational needs pupils and with pupils who speak English as an additional language. Parents are very happy with the standards the school obtains and all parents who returned the parents' questionnaire stated that pupils make good progress. The inspection team supports their views.
- 12 In the most recent national tests, the results attained by the pupils at the end of Year 6 were well above average against all schools in English and in the top five per cent for schools nationally in science and mathematics. In 2000, 36% of pupils in English, 43% in mathematics and 39% in science reached a standard higher than expected for their age at the end of Year 6. The school exceeded the targets it had set itself for the pupils' levels of attainment in 2000. Against similar schools, as judged by free school meal percentages, they were in the top five per cent in all three subjects. The school's results were better than all other schools with Key Stage 2 pupils in the Local Education Authority, despite having the highest number of pupils entitled to free school meals. In the previous year, the results were not quite as impressive when compared with all schools nationally, but were in the top five per cent in mathematics and science and well above average in English against similar schools. Most pupils in the current cohort of Year 6 pupils are in line to gain the expected level in all three subjects and some above in all three core subjects. The school's trend of improvement in English, mathematics and science in the past four years has been greater than the national upward trend.
- 13 The standard of pupils' work is good in English, mathematics and science because good structures are in place to teach the subjects and teachers use them skilfully to meet the needs of the pupils and they often challenge pupils with the content. Teachers usually ensure that pupils understand the work and they include a variety of activities to retain the pupils' interest. The pace of lessons is often good. In a Year 3 numeracy session the teacher expected pupils to double and halve numbers and she got quick responses. Pupils with special educational needs were given easier calculations but, nonetheless, challenging for them, such as 'double 150', and they were encouraged to split up the numbers to work out the answer. They managed to obtain the correct answer by using a suitable strategy. Mathematical vocabulary was cleverly built in to the mental session. The teacher started with a number, introduced commands to effect a different number such as 'increase by 5' and, after a string of commands, which developed their thinking and listening skills, required them to 'round the answer to the nearest ten'. The Year 3 teacher makes good use of 100 squares to develop a conceptual framework of number at this early stage of Key Stage 2. They add and subtract 11 and 9, some still using their 100 squares, and this is paying rich dividends when they come to calculate mentally without this support. Year 3 pupils were quick with their mental calculations and enthusiastic in response. The Year 4 teacher was teaching three digit place value effectively, giving pupils a good understanding through demonstration of different techniques. She then enabled the pupils to choose the method they were most comfortable with in their own calculations.

- 14 Information and communication technology is a particular strength throughout the school and pupils' skills are well above expectations by the end of the Key Stage. Pupils leave the school with very good computer skills and gain much confidence and self-assurance in their use. The information and communication technology co-ordinator has done much good work to bring about this good standard in the subject. The school has very good computer provision and pupils have good opportunities to use them for a range of purposes. Members of staff have kept up to date with computer knowledge and the school is also very well served by its knowledgeable information and communication technology technician/caretaker who works alongside the pupils in a support role and also maintains the computers in good working order. Pupils have very good mouse, keyboard and word-processing skills and they work quickly. They also learn to use spreadsheets effectively and to use them to obtain and compare data. Pupils can use the tab keys to centralise their work and show very good levels of independence in using a computer and in saving and retrieving work. They drag and drop, select from, and pull down, menus. They are able to find pictures stored in the computer's memory and transfer to text. They independently select and change font size. Pupils at all levels of attainment see themselves as writers. Pupils are very enthusiastic about using computers and independent skills are developed well. For example, a Year 6 pupil knew there was a choice of three printers in different locations, including laser printers in the information and communication technology suite, and clicked on classroom printer. They use information and communication technology well in all subjects and have particularly good word-processing skills. They compose directly on to the computer and often do so with work of good quality. '.... It swooped up Madamin with its gigantic feet and tossed her over the mountain. Madamin was totally mashed, bruised everywhere, all over her body; she was ferocious. When she regained her strength there was a BOOM!!! All the mountains crumbled to rubble and dust.' Pupils' use of computers to spell check their work and to edit what they write and this approach clearly provides rich dividends in the quality of their English work. Pupils enjoy using computers and learn much from their use.
- 15 The teaching and standards in music are now rising because of the good links with the secondary school and this has been a very positive initiative. A link music teacher now takes music lessons and the quality of this teaching during the inspection was very good. She enthused the pupils with good musical content and blended skilfully the different components of the National Curriculum. Listening, performing, appraising and composing were carefully woven in to the lessons. She retained the pupils' interests and enthused the pupils. As a result, they listened and participated well. Pupils are developing mature attitudes to the subject and have a good sense of rhythm, acquired through challenging body tapping sequences, although their quality of singing is still developing to an appropriate level. The teacher realised this and was giving this aspect due attention and improving the quality of their singing by improving their posture, diction, the holding of notes and by teaching two-part singing. The music teacher makes good use of technical vocabulary, such as tempo and dynamics in appropriate contexts, enabling pupils to talk with critical appreciation of the music. A Year 3 pupil was prompted to remark, after listening to Stravinsky's 'Firebird' music, 'The music got louder and it made you jump-it came to a point'.

The breadth and depth of educational experiences offered to pupils;

- 16 The school fulfils the requirements of the National Curriculum Programmes of Study and gives the pupils a broad range of experiences. The teachers have a good knowledge of the literacy and numeracy strategies and teach these subjects well. Mathematics and English are enhanced by a broad approach to the subjects and good links are made between subjects. In mathematics, pupils' mental skills are enhanced by the use of a computer program which challenges the pupils to beat their previous best score and by competing against an imaginary opponent. They have to give the answers to table facts within a specific time and clock up a score. This program adds to the pupils' interest and also develops their keyboard skills. In an English lesson in Year 5 about Macbeth, pupils dramatised a scene from the play. They worked in groups to practise a specific scene about the discovery of Duncan's body. They had been given a brown or black mask, which sensitively reflected their own ethnicity, and positioned this on the hall floor where they were working. Most independently added a jumper to the mask for extra effect. The teacher had a good technique for the performance. One group began the scene and was told to freeze; another group continued the scene with their own version and each group took over in turn. This challenging teaching technique added pace, spark and challenge to the lesson and ensured the groups remained focused.
- 17 Teachers make very good use of links between subjects, for example between art and history. In a Year 5 class, the teacher discussed works of art of the Tudor period and Holbein's portraits of Henry 8th. The pupils learned how he was made to look fat and adorned with refinery to epitomise grandeur and power. Slides had been made of famous paintings and they were projected on to a screen and discussed. They looked at paintings of rich families with large numbers of children and came to appreciate that such paintings were regarded as a sign of health, as well as richness, when viewed against the backdrop of early infant death of the period. Pupils' knowledge of the Tudor period was enhanced by this approach and their interest aroused.
- 18 In Year 4 pupils studied the history of the local environment and in particular focused on two streets in the vicinity. They made good use of original sources of evidence to learn about the use of the premises and colour coded the properties on a large scale Ordnance Survey map to gain an impression of the commerce of the time. Their geographical skills were simultaneously being developed through the use of maps and the construction of a key.
- 19 Good use is made of literacy across the curriculum and the range of writing is very broad. For example, Year 6 pupils had written to the local council about graffiti and on a different occasion had imagined that they are children in an orphanage, writing about their daily life with accurate historical detail and a good level of feeling for the historical period. Year 5 pupils described their visit to the Golden Hind and Southwark Cathedral and wrote factually about what they had learned. Pupils had also written the thoughts of an actor at the Globe Theatre, reasoning with the audience why they should not throw food.
- 20 In addition to these good learning experiences in lessons, the school makes good use of London's Museums and art galleries to further pupils' understanding. These visits are focused on their work in class, so that they have a particular focus and relevance. The school extends pupils' horizons in other ways. For example, pupils attend the Royal Institute Christmas lectures for children. They make trips abroad. Authors visit the school. They have sleep-overs in school and good opportunities to develop socially. Pupils become confident with adults because of the range of

visiting adults and their own work in the community. By the time pupils leave the school they have developed good inter-personal skills and are confident in a range of settings. Older pupils set good examples for younger pupils and the school deliberately organises Years 3 and 6 pupils to eat together at lunch-time so that the youngest can copy the behaviour of the oldest. Pupils' social development is excellent and the school's overall provision for the pupils' spiritual, moral, social and cultural development is very good.

The progress pupils make who have special educational needs and also the progress of those who speak English as an additional language;

- 21 Pupils who have special educational needs and also pupils who speak English as an additional language make good progress. Several factors contribute to the success. Most importantly, the school is determined that these pupils will succeed and it has good organisational arrangements in place to ensure that they do. Each class has a good quality teaching assistant and they have all been trained for their roles. They work with small groups of pupils. Sometimes they take them from the class to work in a smaller room where they will not be distracted. Here they teach them about, for example, specific letter blends or spelling rules. At other times they support alongside in the classroom. They plan with the teachers and they take part in in-service training. They have been to schools identified as having good practice in the teaching of mathematics, to observe lessons and they have shared experiences with other staff on their return and thereby built up their own teaching expertise. Their contribution to pupils' learning is valued by the school and much appreciated by parents and pupils. A few volunteer helpers similarly add to this good level of provision. Links with industry have brought about regular weekly time commitments from enthusiastic personnel and this support is planned into the teaching programme in a structured way.
- 22 In these small groups the teaching assistants interact well with the pupils and follow structured courses of work. They focus well on sounds and rhymes and the books produced by the pupils show a very high level of interest. They achieve very good levels of presentation in these books and demonstrate much effort. There are good examples of pupils writing at length, even when the pupils have some clear difficulties with structure and the meaning of written English.
- 23 Another key factor in the progress of these pupils is the early identification of their individual needs. The school does not waste any time in developing programmes of support to overcome their difficulties and makes careful records of the targets they are setting. The programmes of support are shared with parents. The targets are reviewed regularly. The individual education plans for those who have learning difficulties are very clear and the targets are precise. Reviews of progress are full, involve parents and good account is taken of these in setting future targets. Good support is obtained from external agencies and the school is very appreciative of the support given by the current speech and language therapist and the learning support teacher. During the course of the inspection she was observed working with individual pupils after school giving them further support. Members of staff are willing to do more than might be expected for their assigned duties and this is a particular strength and is common to all who work in the school. A significant feature of the special educational needs register is the identification of pupils whom it is intended should make such good progress in the next six months and either come off the register or go down a stage. The review of the statemented pupil indicates that the pupil is already receiving significantly more support than the statement provides indicating the commitment the school has for these children.

- 24 Pupils who have English as an additional language are monitored regularly according to the stage of English language acquisition. Groups are set up to work on sounds of letters and letter blends. They are well supported during literacy lessons. The school is very sensitive to new arrivals and records contain detailed breakdown of the language spoken and home circumstances. The school has a very high level of care and commitment to refugees and asylum seekers and the school supports the applications for citizenship where these are well deserved. The teaching assistants play a pivotal role in supporting these pupils and maintain very detailed notes on pupils' progress with annotated samples of work. For example, one said 'Couldn't grasp key words for note taking so wrote full sentences; uses 'his' not 'he'; 'different uses of comma understood but didn't use speech marks; explained this to him.' Such individualised records ensure that future work is focused on overcoming such difficulties.

The school's partnership with its parents and the local and wider community

- 25 The school has worked hard on its community links and these are a major strength of the school. It has obtained financial backing from a number of private firms and has secured a large number of miscellaneous links with outside bodies and individuals. Some people support individual pupils anonymously, some give their time and others give money or items. Many of the school's excellent furnishings have been given to the school by outside bodies. A large proportion of the school's excellent bank of information and communication technology equipment has been given to the school and contributes to the pupils' good skills with computers.
- 26 The school has taken the initiative to acquire two minibuses, supported by a local garage, which maintains them free of charge. These provide an excellent asset for transporting pupils to places of interest, thus widening the pupils' horizons. Links with industry have provided regular extra support for groups in their learning. The link with the local Salvation Army facilitates the local officer leading an assembly at three weekly intervals and for pupils to contribute practically to the homeless. The Officer's assembly conducted during the inspection was of a very high quality and held the pupils spell bound. He told the story of a little boy returning starfish back to the sea after a rough sea had thrown them up onto the beach. The message implicit in the well told story was that each one matters, as does the example set by each individual person, no matter how young they might be. In essence this reflects the philosophy of the school.
- 27 A very significant partnership is that between the American School in London and the pupils. Groups of pupils from the American School visit twice weekly after school to work with the pupils. They lead social activities such as dance, games and sport or, alternatively, work with individual pupils to help them improve their standard of work. The staff and pupils much appreciate these good efforts by the American students, which contribute significantly to the pupils' all round progress and development. The annual football match between the American School and Kilburn Park Foundation, followed by the presentation of a cup and medals and a formal dinner with speeches is an event which many pupils look forward to and furthers the pupils' social development.
- 28 There are good links with the local police and a former professional footballer and together they help to further the pupils' footballing skills and fitness and keenness in sport. These arrangements are also a means of demonstrating to the pupils that the police are concerned and supportive people and have an interest in their welfare.

WHAT COULD BE IMPROVED

The quality of pupils' presentation of work

- 29 Standards of presentation could be improved. In many exercise books, particularly in mathematics, pupils do not take enough care in setting out their work. They leave large spaces, sometimes pages, and often forget to underline with a ruler. In other work, their handwriting, although they have been taught, this is often untidy, with letters not well formed and leaning to one side. Pupils do not always sit well when writing and their exercise books are often at a wrong angle for good writing to take place. Some capable Year 6 pupils print their work all the time despite their ability to do cursive writing. In the aspect of presentation, teachers sometimes accept a standard, which is not good enough when compared with the high standards, that are expected in other work.
- 30 Whilst pupils are given some good opportunities to write for a range of purposes, too much work is copied either from text books or from the board. In several instances the written work of all the pupils in the class was identical, particularly in science in the upper part of the school. This is denying pupils that important part of the science curriculum, that refers to communication and also is not enabling them to structure their own thinking and explanations. Pupils are not often required to think of ways of recording results in their own way and too much is sometimes done for them. By contrast, pupils' diagrams in their science books are often well proportioned and detailed and carefully annotated.

The development of the library;

- 31 The library is a comfortable area that is neat and well furnished. Book provision is quite limited but developing quickly. The quality of books is good and reflects the culturally diverse society that the school serves. Stickers have been placed on all books to indicate whether the book is fiction or non-fiction to assist pupils understand the simple classification. However, Year 6 pupils who were heard to read were clearly developing an interest in books and they were reading books by particular authors. The current system does not permit the pupils to select books by particular authors easily because the fiction books are not organised according to author index.
- 32 The non-fiction books are equally of good quality and colour coded according to a simple classification under broad headings. The arrangement of the books does not allow pupils to find specific information quickly enough and does not develop their retrieval skills and teach them to access reference material in larger public libraries, which some of the pupils state they use in the area. The current organisation of the library does not allow for the fuller opportunities a library can present, such as independent research and the development of study skills. A very positive feature of the library, however, is the loaning of videos of the classics to the pupils, which encourages them to read literature.

Consistency in the quality of marking and use of assessment;

- 33 Standards of marking are variable. Most marking is up-to-date but not in all cases. Teachers often write brief overall comments about the quality of the work, sometimes with stickers, but marking is not always sufficiently helpful in developing pupils' work further. Targets are placed on pupils' exercise books for longer-term review. However, teachers do not remind pupils consistently and supportively about conventions, style and spelling rules.

- 34 Whilst the assessment of pupils who have special educational needs or speak English as an additional language is very good, teachers do not use assessment for other pupils in such a thorough way to inform their future learning. As a result pupils are sometimes given work which is above their understanding. In mathematics lessons in upper Key Stage 2, in particular, teachers do not consider sufficiently the range of prior attainment. Too often similar expectations are made of all pupils, and this limits progress for some pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 35 In order to build on the very good progress which has been made since the last inspection and to maintain the very good provision the school offers its pupils, the headteacher staff and governors should attend to the following issues:

- improve the quality of pupils' presentation of work by:
 - a) being more insistent on neatness and better presentation skills when they set out work in their books;
 - b) ensuring that pupils are alerted to good posture and seated at the correct angle when they write;
 - c) taking steps to improve handwriting quality and alerting pupils to the correct proportions and size of letters;
 - d) ensuring pupils draft and redraft for themselves when writing up their work in lessons.

(Paragraphs 29, 30)

- arrange the library so that pupils can access information more quickly and select books by author and, in so doing, train the pupils to use facilities in public libraries.

(Paragraphs 31, 32)

- improve the consistency in the quality of marking and the use of assessment so that:
 - a) teachers' comments about pupils' work help the pupils to take action and improve;
 - b) teachers use assessment to focus more precisely on learning needs and to match future work to pupils' current understanding, particularly in mathematics in the upper part of the school.

(Paragraphs 33, 34)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	24	57	19	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		119
Number of full-time pupils eligible for free school meals		62

FTE means full-time equivalent.

Special educational needs	Nursery	Y3-Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		47

English as an additional language	No of pupils
Number of pupils with English as an additional language	57

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence	%
School data	4.4
National comparative data	5.4

Unauthorised absence	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	00 [99]	19 [16]	9 [12]	28 [28]

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18 [11]	19 [13]	19 [14]
	Girls	9 [10]	9 [9]	9 [10]
	Total	27 [21]	28 [22]	28 [24]
Percentage of pupils at NC level 4 or above	School	96 [79]	100 [79]	100 [89]
	National	75 [70]	72 [69]	85 [78]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15 [12]	17 [13]	19 [15]
	Girls	8 [9]	6 [9]	9 [10]
	Total	23 [21]	23 [22]	28 [25]
Percentage of pupils at NC level 4 or above	School	82 [75]	82 [79]	100 [89]
	National	70 [68]	72 [69]	80 [75]

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	38
Black – African heritage	34
Black – other	10
Indian	1
Pakistani	4
Bangladeshi	5
Chinese	3
White	23
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	6.4
Number of pupils per qualified teacher	19
Average class size	29.75

Education support staff: Y3 – Y6

Total number of education support staff	4
Total aggregate hours worked per week	130

FTE means full-time equivalent.

Financial information

Financial year	99/00
	£
Total income	403,681
Total expenditure	401,121
Expenditure per pupil	3,371
Balance brought forward from previous year	93,060
Balance carried forward to next year	95,620

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	119
Number of questionnaires returned	88

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	88	10	2	0	0
My child is making good progress in school.	81	19	0	0	0
Behaviour in the school is good.	86	13	0	0	0
My child gets the right amount of work to do at home.	80	19	0	0	0
The teaching is good.	90	10	0	0	0
I am kept well informed about how my child is getting on.	74	25	0	0	1
I would feel comfortable about approaching the school with questions or a problem.	85	10	0	2	2
The school expects my child to work hard and achieve his or her best.	94	3	0	0	2
The school works closely with parents.	82	16	1	0	1
The school is well led and managed.	90	8	1	0	1
The school is helping my child become mature and responsible.	82	17	0	0	1
The school provides an interesting range of activities outside lessons.	69	24	1	0	6