



The Kilburn Park School Foundation

Inspection Report

Unique Reference Number 101556
LEA Brent LEA
Inspection number 276536
Inspection dates 20 March 2006 to 21 March 2006
Reporting inspector Andrew Marfleet AI

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

Type of school	Junior	School address	Malvern Road
School category	Foundation		London
Age range of pupils	7 to 11		NW6 5RG
Gender of pupils	Mixed	Telephone number	02076247603
Number on roll	218	Fax number	02073289310
Appropriate authority	The governing body	Chair of governors	Ms Sheena McCaffrey
Date of previous inspection	27 November 2000	Headteacher	(Acting) Linda Lust

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Kilburn Park School is a mixed junior school. Over 90 % of the pupils are from minority ethnic groups with Black African and Caribbean pupils forming the largest minorities. Nearly 70% of the pupils have a first language other than English. In addition, 43 % of the pupils have learning difficulties. Nearly half of the pupils are entitled to free school meals. The school population is relatively stable. Although a foundation school, Kilburn Park receives considerable support from the local authority, including provision for the Behaviour Improvement Programme Unit which is located at the school.

There has been significant disruption in the school's leadership and management since April 2005. Currently, the local authority is playing a substantial role in managing the school, including oversight of the school budget. There have been two acting headteachers since 2005; the latest has been in post since January 2006.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

Kilburn Park School Foundation is failing to give its pupils an acceptable standard of education, and the staff recognise this. There has been inadequate improvement since the last inspection when standards were above average and teaching was good.

Currently pupils' standards and progress are inadequate. Pupils in Years 5 and 6 are making unsatisfactory progress and the standard of their work is falling. Teaching and learning are inadequate. This is partly the legacy of a high turnover of teachers, which has also had a negative impact on pupils' behaviour and attitudes, particularly amongst the older pupils. In addition, some teachers do not plan their lessons to meet the needs of every pupil in their class.

Pupils' personal development and well-being are satisfactory overall, although the behaviour of a minority hinders progress in some lessons. The curriculum is satisfactory and is enriched by a good range of visits, visitors and extra-curricular activity. Satisfactory care, guidance and support are provided, but assessment does not yet include sufficient guidance to pupils.

Leadership, management and governance are inadequate because measures to improve teaching and improve behaviour and standards are not yet effective. The problems over leadership and management that arose last year are still having a serious effect. The school provides unsatisfactory value for money.

In accordance with Section 13(3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What the school should do to improve further

- Improve behaviour in lessons, particularly amongst older pupils.
- Ensure that all pupils receive consistently good teaching based on careful planning, so that they achieve as well as they can throughout the school.
- Provide strong leadership and management focused on improving learning.

Achievement and standards

Grade: 4

Pupils' standards are broadly average but progress is inadequate. When they enter the school their attainment is broadly average. The results of the national tests in 2005 were broadly average overall and were therefore satisfactory. However, in English there was considerable underachievement, particularly amongst more able pupils. Currently the attainment of pupils in Years 5 and 6 is below average and they are not making enough progress in lessons. This is partly due to elements of unsatisfactory behaviour which interrupt learning. Pupils make good progress in Years 3 and 4 where

behaviour is generally controlled well and planning takes better account of pupils' needs. The school set ambitious targets for attainment in 2005, which were not met. The school now acknowledges these targets were unrealistic. Pupils with learning difficulties often meet the targets in their individual plans, but their progress in lessons in Years 5 and 6, unlike that in Years 3 and 4, is inadequate. Pupils who are at the early stages of learning English make satisfactory progress.

Personal development and well-being

Grade: 3

The personal development and well-being of the pupils, including their spiritual, moral, social and cultural development, are satisfactory. Different minority ethnic groups mix together well. The behaviour and attitudes to learning of the majority of pupils is satisfactory, but the behaviour in some lessons in Years 5 and 6 of a minority of pupils affects their achievement. Attendance is broadly average, although too many pupils arrive late for school.

Pupils say they enjoy school, and there is evidence of this in the better lessons. For example in the Year 4 class where they showed genuine enthusiasm for the Professor Puffendor story which was being read to them. They know how to stay safe and healthy. They are able to drink water during lessons and choose healthy options at lunchtime. They make good use of the opportunities provided for sports and physical exercise. They take on responsibilities as class monitors or as peer mediators. Experiences of working in teams contribute effectively to their preparation for life beyond school.

Quality of provision

Teaching and learning

Grade: 4

Teaching and learning are inadequate. Inspectors agree with the school that too many lessons are ineffective. Lessons in Years 3 and 4 are often good, because teachers provide appropriate challenge for pupils of different abilities and behaviour is well managed. However, teaching and learning in Years 5 and 6 are less effective because of some unsatisfactory behaviour. This is partly a legacy of the recent high turnover of teachers, with pupils experiencing a lack of consistent behaviour management. Also in these classes there is inconsistent planning to meet individual pupils' needs. Marking in Years 5 and 6 is inadequate as it is inconsistent and does not provide pupils with enough useful information about how to do better.

In the satisfactory and better lessons the teachers have sound subject knowledge and share each lesson's objectives with pupils so that they understand what they are meant to be learning. In some lessons support staff are used effectively to support pupils with learning difficulties or challenging behaviour, but again this is inconsistent. There are satisfactory systems in place to identify and plan for the needs of pupils with learning difficulties. Pupils who are at the early stages of learning English receive satisfactory support and make sound progress as a result.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Teachers plan a broad range of activities and use a blend of commercial schemes and national strategies to ensure pupils experience the full National Curriculum. Teachers in some classes plan good links between subjects. For example, in a history lesson on the Olympic Games pupils were asked to locate Athens using geographical skills and were also able to develop their writing as they produced a booklet.

Visits and visitors are used well to enrich the curriculum. For instance authors have run workshops to enhance pupils' writing skills and pupils' cultural awareness has been enhanced through visits to theatres and museums. There is a good range of extra-curricular activity, particularly for sports, which is popular with pupils and makes a useful contribution to their health and fitness.

Care, guidance and support

Grade: 3

Overall, the care, support and guidance provided by the school are satisfactory, with pupils and parents expressing their satisfaction. There are sound procedures in place for risk assessment and child protection. The acting deputy headteacher has a specific responsibility for pupils' transition through the school. As a result she knows the pupils well and supports the development of their confidence and self-esteem. There is a good programme for personal, social and health education, which includes input from a school nurse and from external agencies on areas such as drugs awareness, sex and relationships, and staying safe.

The school takes assessment seriously, although data from before April 2005 is missing. In the better lessons, test data and marking are being used effectively, to help the pupils achieve better. However, many pupils are rather vague about what they need to do to improve the standard of their work due to the inconsistent use of assessment.

Leadership and management

Grade: 4

The problems with the school's leadership, management and governance have had a negative impact on standards of achievement and behaviour. Since April 2005, the acting headteachers and acting deputy headteacher have worked with representatives of the local authority to reduce disruption for pupils and restore the confidence of the community. In this, they have been partially successful and a few parents feel the school is improving. The acting headteacher places the interests of the pupils at the heart of all her work. However, she and the acting deputy have no illusions about the school's problems and their informal evaluation of the school is accurate. They communicate this honestly and clearly but the nature of the challenges the school faces is very complex and the leadership of the school has yet to have an impact on standards and achievement. The inadequacy of teaching overall and the deterioration

in behaviour in some classes are unacceptable. There is no structure for subject management, with most teachers being relatively new to the profession.

The governing body were ineffective in monitoring the previous leadership and management, and have been largely preoccupied with the legacy of this with the local authority. They are not yet in a position to support or challenge the school sufficiently. There is not a shared view of the way forward between the local authority, the governing body and the school's acting leadership team. As a result the inspectors judge that the school does not have the capacity to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	No	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	4	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

I want to thank you for the friendly welcome you gave us when we visited your school. Mr Howe and I appreciated talking to you and seeing your work. We also enjoyed talking to your teachers and watching an assembly. We know that there have been a number of problems in school recently and we are sure you will agree that action needs to be taken to make it a good school again. As a result we have decided that the school needs 'Special Measures'. This means that it will get some extra help and inspectors will visit regularly to check on progress.

What we liked most about your school* You enjoy going to school and know how to stay safe and healthy.* You make progress in classes where there have not been too many changes of teacher.* You are taught the right things in lessons and have plenty of other worthwhile activities to join in.* You get on well with one another.* The people who run the school understand its problems and know that you have some good teachers.* Your parents are happy with the school, and know that you are cared for properly.

What we have asked your school to do now* Make sure everyone behaves well in lessons, especially older pupils.* Make sure that all of you get good teaching, so that you achieve as well as you can by the time you leave Year 6.* Run the school in such a way that you all learn better.We hope that you will all do your best and wish you every success in the future.

Yours sincerely,

Andrew Marfleet

Lead Inspector