

# St Mary's Kilburn CofE Primary School

Inspection report

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<b>Unique Reference Number</b>	100042
<b>Local Authority</b>	Camden
<b>Inspection number</b>	307283
<b>Inspection dates</b>	13–14 November 2007
<b>Reporting inspector</b>	Kekshan Salaria HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	210
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fr Andrew Cain
<b>Headteacher</b>	Mr Andrew Ceresa
<b>Date of previous school inspection</b>	22 April 2002
<b>School address</b>	Quex Road Kilburn London NW6 4PG
<b>Telephone number</b>	020 7624 8907
<b>Fax number</b>	020 7372 1611

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two of Her Majesty's Inspectors.

## Description of the school

St Mary's Primary School is a single form entry primary school serving a very socially and ethnically mixed community. Levels of social and economic deprivation in the local area are high. The proportion of pupils eligible for free school meals is twice the national average. The proportion of pupils with learning difficulties and disabilities at 25% is well above the national average, while the proportion of pupils with a statement of special educational need at 2.6% is above the national average. A sizeable majority of pupils have English as an additional language. The headteacher has been in post since May 2006.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

St Mary's Primary School sees itself as an improving school and inspectors agree. The school meets the needs of its very diverse community satisfactorily. Children enter the Foundation Stage with knowledge and skills that are well below expectations for their age. They settle in quickly and make good progress. In Years 1 to 6, most pupils make satisfactory progress and attain standards below the national average overall. The more able pupils do not make as much progress as they should. Pupils make better progress in English and science than in mathematics.

There is some good teaching, which motivates and challenges pupils, however, much teaching across the school is satisfactory and senior leaders recognise that pupils' standards and their achievements are not high enough. There is inconsistency in the use of assessment information and as a result, work is not always matched appropriately to pupils' needs, which hinders their progress. The local authority's intensifying support programme has helped the school to improve the tracking of pupils' progress. Staff have a clearer idea of how well pupils are doing but they do not always ensure pupils understand how to improve their work. Senior leaders analyse test results and other assessments and use this information to target support for pupils. However, evaluation of the interventions and actions that then take place is not as strong and subject leaders are not involved in this.

Under the leadership of the new headteacher, there is renewed purpose and commitment to accelerating pupils' progress. There have been good improvements in pupils' behaviour and budgetary difficulties have been brought under control. The organisation of the curriculum is satisfactory. The school is taking action to increase links between learning in different subjects to boost creativity. The personal development and well-being of the pupils are good. They grow in confidence, take pride in their own cultural heritage, and learn to appreciate and respect cultural differences. Care, guidance and support are satisfactory and there is good provision for pupils who have learning difficulties.

Subject leaders have a sound understanding of strengths and weaknesses in their area although they have not had the opportunity to contribute fully to monitoring and raising standards. Senior leaders have an accurate view of the school's performance and together with the governors and the local authority, have made sound progress in remedying the weaknesses identified at the previous inspection. The school has satisfactory capacity to make further improvements.

## Effectiveness of the Foundation Stage

### Grade: 3

Provision is satisfactory overall. Children have access to an attractive learning environment and a range of indoor learning resources, although, the outdoor space is limited. They enjoy positive relationships with their peers and with adults. They settle in quickly and make good progress because the organisation of their learning helps them to develop their personal and social skills. Individual needs are recognised and planned for and staff are beginning to monitor how well children do and track their progress. Satisfactory teaching and good care prepares them well for the next stage of learning. By the time children leave the reception class, they achieve levels expected for their age in most areas of learning.

## What the school should do to improve further

- Raise standards in English, mathematics and science by ensuring that teaching is consistently good across the school.
- Make greater use of assessment to help all pupils know what to do next in order to improve.
- Ensure leadership at all levels is sharply focused on raising attainment and rigorously evaluates the impact of actions taken in order to drive forward improvement.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Achievement and standards are satisfactory overall. Analysis of attainment at the end of Key Stage 2 in 2007, taking English, mathematics and science together, is significantly below national averages. This is a downward dip following three years of attainment, which was in line with national averages. Pupils make satisfactory progress in Years 1 to 2 and attain standards, which are well below average. This continues a three-year trend of attainment that is significantly below national average attainment. However, there have been improvements recently, particularly in writing where standards are now average. Pupils also make satisfactory progress in Years 3 to 6. National comparison data suggests pupils make above expected progress between Year 2 and Year 6, although, the trend has fluctuated over the past three years. The rate of progress made by pupils in lessons is improving, although standards remain low and the positive impact of improved teaching has not yet redressed the legacy of past underachievement. Even so, there are positive signs that pupils in Years 5 and 6 are now on track to achieve their challenging targets.

The school sets group targets, which ensure that most pupils of lower and middle ability reach expected levels. However, targets are insufficiently personalised or challenging for the more able pupils and there are few pupils who achieve at the higher levels. Pupils with learning difficulties and disabilities are well provided for and make good progress because the school provides high levels of well-planned additional support.

## Personal development and well-being

### Grade: 2

Pupils' personal development and well-being are good. Good social and moral awareness is evident in the excellent way in which pupils behave around the school, towards adults and each other. Spiritual and cultural development is well supported by good assemblies, music and drama activities. Pupils' good contribution to the community is demonstrated by the way many of them are involved in raising funds for a variety of charities as well as supporting activities in the local community, such as the singathon led by older pupils which raised money for the local church's stained glass window.

Pupils enjoy coming to school. They appreciate the opportunities, which they are given to take responsibility, such as the peer support system at playtimes. Good sporting activities and extra equipment at playtimes support pupils' fitness well. Pupils are aware of the need to eat healthily although school lunches are not universally popular and many packed lunches do not reflect a healthy balance. Pupils say that they feel safe in school and they appreciate the steps that are

taken to address any concerns or worries that they have. One pupil told inspectors 'In this school every child does matter.'

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Overall, teaching and learning are satisfactory. There are early signs that a focus on good practice is having an impact on pupils' learning but this has not fully embedded across the school. In the most successful lessons, planning is carefully matched to pupils' levels and needs and interesting activities provide opportunities for them to extend their skills and knowledge. Teachers manage pupils' behaviour skilfully and relationships between pupils and staff are good. Teachers are beginning to use interactive white boards to enhance their teaching and to motivate and engage pupils. Where teaching is weaker, pupils do not always make the progress of which they are capable because teachers' expectations are not high enough and learning is not managed effectively. In particular, teachers spend too much time talking, allowing insufficient time for pupils to explore issues for themselves, consolidate their understanding and reflect on what they have learned. As a result, plenary sessions are not effectively used to assess how well learning objectives have been achieved. In almost all lessons, pupils have a positive attitude to their work, and behaviour is good.

### **Curriculum and other activities**

#### **Grade: 3**

Overall, the curriculum is satisfactory. The school rightly places a strong emphasis on moral, cultural, personal and social development. Pupils are encouraged to value and celebrate their cultural diversity and to appreciate each other as individuals. The school has increased opportunities for physical education, which has had a beneficial effect on pupils' physical skills and fitness.

In order to raise standards, the school has placed an appropriate emphasis on numeracy and literacy. It relies strongly on nationally produced schemes of work, which have not been sufficiently adapted to meet the needs of all pupils and limit pupils' progress and enjoyment. Inspection evidence indicates some subject leaders have plans to increase opportunities for investigative work and for pupils to apply their learning in one area of the curriculum to other areas.

Pupils are enthusiastic about the range of clubs and other enrichment activities, which provide them with additional opportunities for sporting, musical and other activities.

### **Care, guidance and support**

#### **Grade: 3**

The school is secure, clean and welcoming. Pupils know to whom they should turn to if in difficulty or distress and relationships between adults and pupils are good. All staff take an active role in promoting and monitoring pupils' behaviour and well-being. Key staff, and particularly the learning mentor, work hard to develop and maintain contact with parents so that any concerns are addressed as quickly as possible and attendance is at a satisfactory level. Secure recording systems and effective intervention ensure that vulnerable pupils and those with learning difficulties and disabilities are well supported. However, not all pupils are aware

of the level of which they are working and where they need to go next. Marking, although carried out conscientiously, does not help pupils to identify next steps and how they can improve.

Pupils, especially older pupils, benefit from opportunities to develop leadership and social skills that they will need in later life. Other important key skills such as numeracy and literacy are not as developed.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher provides clear educational direction for the school. In the short time he has been at the school, the headteacher has correctly identified the strengths of the school and those aspects that are not as good as they should be. For example, the current focus on improving the quality of teaching and learning and shortcomings in information, communication and technology facilities are being addressed. Increasing use is made of external support, in particular, through the local authority to support the teaching of mathematics.

The leadership team take most of the responsibility for monitoring the quality of provision and standards. They are aware that the role of the subject leaders needs to be strengthened in this respect. The governing body fulfils its statutory duties and has a sound understanding of the next steps for the school. It has not done enough in the past to hold the school to account, particularly over standards and achievement. It is now more involved with plans to develop its monitoring procedures. Governors share the school leaders' vision for the school and their commitment to improving standards.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

27 November 2007

Dear Children

Inspection of St Mary's Kilburn CofE Primary School, London, NW6 4PG

Thank you very much for welcoming us to your school. We really enjoyed our visit to your school, particularly the chance to meet and talk to so many of you. I am writing this letter to tell you what we found out about your school.

These are the things we liked about your school.

- Lots of you told us that you enjoy school and you showed this by your good behaviour, hard work and the way you join in with things like clubs. We admired the interesting work you have been doing this term and that which is displayed around the school.
- You feel your school is a safe place and know that if you have a problem there is always an adult to talk to.
- Your headteacher leads the school well.
- You make visitors to your school feel very welcome.

We have asked your school to improve a few things to make it even better. These things are.

- Making sure that all of you have work that is at the right level for you so that you can learn more quickly and become even better at reading, writing, mathematics and science by Year 6.
- We have asked your teachers to make sure that you always know and understand your improvement targets.
- To keep looking carefully at your work and to improve the way all staff find out how well you are doing so they can help all of you to make good progress.

Well done all of you for your achievements so far and good luck in making these even better in the future.

Kekshan Salaria

Her Majesty's Inspector