

# The Kilburn Park School Foundation

Inspection report

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<b>Unique Reference Number</b>	101556
<b>Local Authority</b>	Brent
<b>Inspection number</b>	317260
<b>Inspection dates</b>	28–29 November 2007
<b>Reporting inspector</b>	Jane Wotherspoon HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Junior
<b>School category</b>	Foundation
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	218
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Sheena McCaffrey
<b>Headteacher</b>	Mr Laurence Keel
<b>Date of previous school inspection</b>	20 March 2006
<b>School address</b>	Malvern Road London NW6 5RG
<b>Telephone number</b>	020 7624 7603
<b>Fax number</b>	020 7328 9310

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## Introduction

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

## Description of the school

The school serves an area of wide cultural and ethnic diversity. Almost all its pupils are from minority ethnic groups with over half from either Black Caribbean or Black African heritage. Around two thirds speak English as an additional language with a small proportion in the early stages of learning English. Almost half are eligible for free school meals, which is well above average. A third of pupils have learning difficulties and/or disabilities. Of these, a large proportion has behavioural, emotional and social difficulties. The school has recently set up the Dolphin Centre to provide up to six pupils with support and nurture alongside an academic curriculum. When the school was inspected in March 2006 it was judged to require special measures.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures. The school now provides a satisfactory standard of education for its pupils. It has improved significantly since March 2006 under the strong leadership of the headteacher and deputy headteacher. Supported effectively by the local authority in the early stages of recovery, the entire senior leadership team has demonstrated both the commitment and strength to lead the school's continuing improvement. All members of the school community have played their part. Staff have worked hard to respond to the demands of the leadership team and to improve their teaching. Governors are supportive and now have secure foundations for developing a more sharply focused role as a critical friend. Pupils, too, have shown through their improved behaviour and positive attitudes to learning that they appreciate the change in the school. When asked by inspectors if they thought the school was improving, one responded, 'Yes, by the day'.

Pupils now make satisfactory progress overall although standards remain low by Year 6. However, they are closer to age-related expectations in the classes of younger pupils. The results of national assessments in English, mathematics and science were well below national figures in 2007. This group of pupils was affected the most by past weaknesses in teaching that had led them to underachieve. However, pupils in the current Year 6 are on course to meet the targets set for them by the end of the year and to leave the school with the basic skills that will help them meet the challenges of the next stage of their education. Regular and rigorous monitoring of teaching and learning has led to improvements in the quality of provision. Good feedback and support for staff has helped them to improve their practice. Teaching is satisfactory, with a reasonable proportion that is good. The level of consistency in teaching, particularly in behaviour management, is helping pupils to make satisfactory progress. The challenge now is to raise the quality of teaching to a consistently good level. In particular, there is scope for teachers to sharpen their planning of activities for pupils with different learning needs in order to ensure a high level of challenge for all.

Pupils are polite and friendly. They told inspectors that they enjoy school, especially the wide range of clubs and visits to places of interest. Attendance and punctuality have improved. The vast majority of pupils behave well and enjoy good relationships with each other and with the adults in school. Their moral, social and cultural development is good. Spiritual development is satisfactory and is generally seen in 'special' moments of classroom learning. The school's positive ethos, underpinned by good levels of pastoral care and support for pupils' social and emotional needs and a commitment to celebrating cultural diversity, helps pupils to work and play in an atmosphere of racial harmony. The quality of the learning environment in classrooms and corridors is impressive. It celebrates pupils' achievements, supports their learning and sets high expectations. The school's survey of parents' views in May 2007 showed that most parents are pleased with the school's work but highlighted some issues around behaviour, homework and the work of governors. Good partnerships with local schools, volunteers who read with pupils and act as mentors, and external agencies contribute much to pupils' learning, personal development and well-being.

Leadership and management are satisfactory overall. The school has an accurate picture of its effectiveness and a realistic view of what needs to be improved. This is because, during the time in special measures, the school has developed a rigorous approach to self-evaluation. Systems for tracking pupils' progress have been in place for some time and the school has a

good deal of information that senior staff use effectively to ensure that individuals receive specific and targeted support. However, there is more to do to ensure that the data is in a format that makes it easy to analyse the attainment and progress of different groups of pupils.

### **What the school should do to improve further**

- Raise standards in English, mathematics and science
- Improve teachers' use of assessment information in planning the next steps in pupils' learning
- Make better use of the data already gathered by the school to track the progress made by groups of pupils towards their targets.

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**

Despite making up some lost ground during Year 6, pupils who took national tests in 2007 did not catch up sufficiently to have an impact on standards overall. The results of girls were close to national figures but boys did poorly. Results were better in English than in mathematics and science. The school's data show that pupils are now achieving satisfactorily. This is borne out in the scrutiny of pupils' work and in the satisfactory progress made in lessons during the inspection. There are no significant differences now in the progress made by different groups of pupils. However, gaps in knowledge and understanding remain as a legacy of poor teaching in the past and some older pupils still have to make up some ground. There has been a marked improvement in the quality of presentation of pupils' work in their books and in displays around the school. This is due to the impact of the 'BIG WRITING' project that is helping to raise standards in writing and the influence of higher expectations from teachers.

## **Personal development and well-being**

### **Grade: 2**

The vast majority of pupils behave well and conform to the school's expectations. The behaviour seen in assembly was impeccable. Pupils understand that some of their peers get angry and need support. Arguments do occur, usually on the playground. Some of these need adults to resolve them and pupils spoken to were confident that staff will sort out the occasional instances of bullying. Pupils are developing a good sense of right and wrong and generally becoming responsible young people. Members of the school council have a clear understanding that their classmates have elected them to 'make a difference for the whole school' and take their role very seriously. Pupils have a well-developed awareness of how to keep themselves safe from some of the dangers in their local community. They keep healthy by participating in the school's sporting events and clubs and are aware of healthy eating. Fund raising activities heighten pupils' understanding of their responsibility to others in the community to a satisfactory level, but pupils themselves are still the beneficiaries of most links with the community.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teachers' planning is satisfactory. The school's format for planning helps teachers to focus clearly on what they expect pupils to learn. They share this information with pupils at the start of lessons and have a consistent format for reviewing outcomes at the end. However, there is more to do to ensure that planning is sharper about how activities will be adapted for the different needs of learners. Expectations, whilst satisfactory, could be higher at times so that activities are more demanding and, for example, give pupils opportunities to take responsibility for the way they present their work. Teachers use strategies such as group work, 'talking partners' and drama effectively to engage pupils and to capitalise on their natural enthusiasm for learning. They also promote good teamwork and social skills. Marking is greatly improved; overall, it is good but some is exemplary. It is at its most effective where it is clear what pupils need to do to improve. The role of teaching assistants is clear; they work in partnership with teachers to make a valuable contribution to pupils' learning. Pupils say that the best teaching is where teacher's explanations are clear so they know exactly what to do; the teacher supports them and lessons are fun. In the most effective lessons pupils believe that they are doing well; inspectors agree.

### Curriculum and other activities

#### Grade: 3

The broad curriculum includes all subjects, with a focus on the core subjects that is starting to improve progress. However, the curriculum for science is over reliant on the use of commercial worksheets that lack challenge for more able pupils in particular and limit opportunities for all pupils to develop their thinking, use their own ideas, and to give explanations. In mathematics, too, opportunities to explore and investigate mathematical concepts and to make links between different aspects of mathematics are too few. A good range of clubs and additional activities, including visits to places of interest and residential visits, enhance the curriculum considerably. These contribute much to pupils' enjoyment and cultural development. The school provides a small number of activities for more capable pupils with particular gifts and talents but this is acknowledged as an area for development. The Dolphin Centre provides a suitably modified curriculum for pupils with particular learning needs.

### Care, guidance and support

#### Grade: 2

Pastoral care is good. The staff provide strong support for pupils' emotional development and good support for the looked after child. Procedures for safeguarding pupils' welfare and safety are appropriate. The school's support for parents to improve attendance and its firm stance to discourage absence and lateness is proving successful. Good links with external agencies support pupils with learning difficulties and those who speak English as an additional language. The school has been proactive in taking action to support challenging behaviour. It provides good support for those individuals at risk of exclusion through the recently established Dolphin Centre. The Centre is already making a positive difference to pupils' personal, social and emotional development.

## Leadership and management

### Grade: 3

The strong partnership between the headteacher and deputy headteacher has been particularly effective in helping to set clear direction for the school's improvement during its time in special measures. The roles of the senior leadership team have developed successfully so that members contribute considerably to leading developments and to the school's good capacity to continue improving. Subject leadership roles are developing well, so all staff play a part in monitoring and evaluating the quality of teaching and learning. Self-evaluation is much improved and is now good. The school improvement plan identifies the most important priorities with clear success criteria and measurable targets. Rigorous systems for monitoring and evaluating the school's work have contributed significantly to the improvements in the quality and consistency of teaching. Through its monitoring, the school gathers a great deal of information about pupils' learning and the progress they make. However, the data is not yet stored in an easily accessible form so that management information about the progress of different groups of learners can be analysed. The school is aware of this need and is in the process of setting up a system to improve its management of data. Governance is satisfactory with its business, such as the review of statutory policies, conducted efficiently through the committee structure. Governors are yet to play a strong role in the process of improvement planning. The local authority retains control of the budget and governors are currently in discussion about plans for the return of delegation.

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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?	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	4
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	3

### 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	2
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	3
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?	2

<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	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
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

6 December 2007

Dear Children

Inspection of The Kilburn Park School Foundation, London, NW6 5RG

As you know, I visited your school with a colleague to check how you are getting on. This was the fourth time that I have visited because, as you will remember, your school was judged to require 'special measures' when it was last inspected. Each time I have visited I have seen improvements and I am pleased to say that your school is now satisfactory. This means that I won't be visiting any more. As always, you were polite and friendly and we very much enjoyed talking to you. A special 'thank you' to the members of the school council who came to talk to me about the school.

You told us that the school is improving by the day and we agree. It was good to see you enjoying school and arriving on time. The number of you who take part in activities after school is impressive. You said that some children find it difficult to do the right thing but that the vast majority behave well, get on with each other and work hard in lessons. We saw that too. We thought your behaviour in assembly was impeccable. You know what to do and who to turn to if you have a problem. All the staff look after you well but it is good that you also know how to keep yourselves healthy and safe. You have elected some good representatives to the school council. They take their role very seriously and want to make a difference for the whole school.

Your work on the walls and in your books is improving all the time. The presentation is much better than it was. The BIG WRITING project is successful isn't it? All the classrooms are more interesting now and teachers expect you to work hard. It is good that W.A.L.T. and W.I.L.F. are helping you to know what you are learning. We have asked the teachers to give you even harder work because we think you can manage it and because we want more of you to reach higher standards. We have also asked the staff to keep checking that you are making progress towards your targets. You can continue to do your part in improving the school by coming regularly, behaving well and doing your best.

I wish you well in the future.

Jane Wotherspoon

Her Majesty's Inspector