

The Kilburn Park School Foundation

Inspection report

Unique Reference Number	101556
Local Authority	Brent
Inspection number	335748
Inspection dates	17–18 March 2010
Reporting inspector	Martin Beale

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

Type of school	Junior
School category	Foundation
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	187
Appropriate authority	The governing body
Chair	Sheena McCaffrey
Headteacher	Laurence Keel
Date of previous school inspection	29 November 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 22 lessons and observed all teachers at least once, and held meetings with staff, groups of pupils, and two governors. They scrutinised the school's work, and looked at assessment information, pupils' books, records of pupils' progress and improvement plans. The team received and analysed 76 parental questionnaires, 102 responses to the Key Stage 2 pupil survey and 10 responses to the staff questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how effectively teachers use assessment to support the pupils' learning
- the evidence to show that the school's actions to raise achievement are having an impact, and whether pupils are on track to meet their targets
- how effectively the school supports the achievement and personal development of its more potentially vulnerable pupils, including those in the inclusion unit.

Information about the school

This is a below average-size junior school, where pupil numbers are falling. It serves a culturally diverse community. Most pupils are from minority ethnic backgrounds with pupils of Black African and Black Caribbean backgrounds making up the largest groups. A significant minority of pupils are at an early stage of learning English as an additional language. Many of these join from abroad other than at the usual ages and are often living in temporary accommodation. The proportion of pupils known to be eligible for free school meals is high. The proportion of pupils with special educational needs and/or disabilities is well above average as is the number with a statement of special educational needs. The school has established The Dolphin Centre to support pupils identified with behavioural, social and emotional difficulties.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector 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.

This is a caring and nurturing school, which is something the parents comment on and value. As a result, pupils feel safe and happy. Newcomers to the school settle in and develop English language skills quickly and pupils of all backgrounds work and play happily together. The pupils behave considerately towards each other and make a substantial contribution to the school and the local community. This is made possible because of:

- the care and support provided for the most potentially vulnerable pupils, including through the work of The Dolphin Centre
- the way the school supports newly-arrived pupils from abroad, even if they only stay for a very short time before their families are relocated elsewhere
- the focus on promoting the safety and welfare of all pupils
- the close links forged with home, including supporting families in challenging circumstances.

This attention to the well-being of the pupils is not matched by the effectiveness with which their academic achievement is promoted. Pupils make inadequate progress from broadly average attainment on entry. There is much underachievement across all groups. Attainment is low and barely a third of pupils reached the levels expected nationally in English and mathematics by the end of Year 6 in 2009. School assessment data show that pupils in some classes, mostly at the upper end of the school, have been making accelerated progress this year. Nevertheless, this is still not enabling them to catch up to the levels they ought to be at given their starting points. Considerable underachievement remains, particularly in lower years.

The main reasons why the legacy of underachievement is not being eliminated across all classes are that:

- a significant proportion of teaching is inadequate or barely satisfactory and does not move the pupils' learning forward sufficiently rapidly
- assessment information is not used effectively by teachers either to support their lesson planning or to challenge the more-able pupils
- marking does not help the pupils identify how they can improve their work and does not consistently involve them in assessing their progress or that of others

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- the curriculum neither promotes the pupils' achievement nor supports the development of literacy, numeracy or information and communication technology across subjects
- teachers' assessments are not sufficiently accurate to provide a clear view of the pupils' progress and the action needed for them to meet their targets.

' Improvements noted at the time of the last inspection have not been sustained because leaders at all levels are not taking sufficiently rigorous action to address pupils' underachievement. Key weaknesses in teaching have not been tackled with vigour and attainment has fallen. Leaders and governors have a broad understanding of the school's qualities, but self-evaluation is not incisive enough for improvement planning then to focus on key priorities to raise the pupils' achievement at the rapid pace needed. Hence, the school has limited capacity for further improvement.

What does the school need to do to improve further?

- Accelerate pupils' learning by:
 - ensuring that the more-able pupils are consistently challenged in lessons
 - making better use of assessment information to plan activities that move the learning of all pupils forward more rapidly
 - adopting strategies that engage pupils more so that they can take greater ownership of their learning
 - making better use of time in lessons to increase the pace of learning.
- Develop a more effective curriculum that:
 - builds continuously from the pupils' experiences in Key Stage 1
 - promotes key skills, particularly writing, systematically across subjects
 - makes learning more interesting by linking subjects more closely.
- Ensure a consistent approach to marking to help pupils know how to improve their work so that:
 - teachers provide a clear evaluation of pupils' strengths and the next important steps for their learning
 - pupils are more involved in setting their targets and assessing their progress and that of others
 - pupils are clear about their targets and receive clear written feedback on how to achieve them.
- Generate a greater capacity for sustaining improvements in the school by:
 - introducing a cycle of self-evaluation with all of those involved in the work of the school, including the governing body
 - focusing improvement planning on specific action and measurable targets to improve teaching, eliminate inadequate lessons and raise pupils' achievement
 - checking the progress of pupils towards challenging targets more regularly so

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that action can be taken rapidly to eliminate any underachievement.

Outcomes for individuals and groups of pupils

4

Observations of lessons show that pupils work with concentration and interest when lessons are stimulating and challenging, such as when Year 6 pupils explored what a character might be thinking through role play. They enjoy sharing their ideas with each other when discussing questions posed by their teachers and collaborate well in pairs and groups. In these lessons, they learn new skills rapidly, applying themselves to tasks and persevering when they find the going hard. Nevertheless, this is not a consistent feature across the school. Often pupils are only superficially engaged in tasks because they are not stimulating or their purpose is unclear. Concentration wanders and pupils do not work diligently. Work is sometimes poorly presented and not always completed. Furthermore, pupils have few opportunities to apply their basic skills, including in information and communication technology, to support their learning in other subjects. Many pupils enter the school with limited English. They develop language skills quickly by the judicious balance of participation in lessons and withdrawal for specific, focused activities. Pupils with social and emotional difficulties are supported well and learn how to manage their behaviour responsibly. Other pupils who have special educational needs and/or disabilities make similar progress to their peers.

' Pupils respect the customs and cultures of others and greatly value the diversity they see around them on a daily basis. They can be inquisitive but this is often stifled when work does not engage them sufficiently. Pupils take pride in their many responsibilities around the school, such as acting as peer mentors or representing others on the school council. They make every effort to help newcomers to settle in quickly. Almost all pupils say they are happy to confide in adults in school because they know any problems will be dealt with sensitively. They are aware of how to stay safe and deal with any risks they might face now and in the future. They enjoy sporting activities but are not always clear how their diet can help them to stay healthy.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	4
	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Not enough of the teaching moves the pupils' learning forward at the pace needed to reduce the gaps between their attainment and national expectations. There are some effective lessons, particularly in the upper years. These engage the pupils through well-planned activities that stimulate and challenge them. Even in these lessons, challenge is not consistent, particularly in the teachers' use of questions to extend and probe the pupils' thinking. Marking lets pupils know how well they have done but not consistently what they need to do to improve. They are infrequently involved in assessing their work, or that of others, and there is limited evidence that they follow up any advice given.

Partnership work extends opportunities in sport, drama and mathematics, in addition to a Saturday School that provides teaching of basic skills. Gifted and talented scientists gain from weekly enrichment classes. Nevertheless, the curriculum is not effective in raising achievement, particularly in key areas such as English and mathematics. While links with the infant school smooth the pupils' transfer into Year 3, they do not ensure that their learning experiences are built on in all subjects. This accounts in part for their slower progress in Years 3 and 4 as they repeat work. Furthermore, opportunities are not consistently planned to develop and apply basic skills across subjects. Opportunities to link learning and promote writing in different contexts and subjects are not taken, and the poor quality of work in some pupils' books shows how little they value the topics they study.¹

¹ The Dolphin Centre is a valuable resource for supporting pupils with behavioural difficulties and ensuring that they can integrate into mainstream classes. By checking the progress of pupils and meeting to discuss their progress, the school is able to target additional staff support to meet individual needs. This is supplemented by other professionals who provide further expertise to help the school to support pupils with special educational needs and/or disabilities. However, the list of pupils is long and does not enable the school to focus attention on those who need it most.

These are the grades for the quality of provision

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The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and senior team successfully brought the school through a difficult period but have not built on this over the last two years when attainment and the pupils' progress have declined. Action to improve teaching has not had a lasting effect and many recent initiatives have not been in place for long enough to show any benefit. Actions taken by other leaders, including those with subject responsibility, are not having sufficient impact on the pupils' achievement.

Improvement remains fragile because planning is not sharply focused. It is unclear how priorities for action will raise attainment and how success can be evaluated. The governing body supports the school but has not ensured that procedures are rigorous enough to pick up underachievement quickly. Monitoring and evaluation are not frequent or robust enough to ensure that speedy action can be taken or to identify what action really works.

Arrangements to safeguard the welfare of pupils are secure, ensuring that those working in school are properly vetted. Responsibilities are clear, so that the school provides a safe environment for all. Pupils of all backgrounds mix happily together, demonstrating the school's success in ensuring that discrimination of any sort is not tolerated. The school is focused on removing any barriers pupils might have that impede their learning, but the gap in attainment between all groups and national performance is not closing.

' School leaders know their pupils' and families' circumstances well and use this information to target support or direct them to suitable outside agencies. Valuable links with other organisations extend the pupils' experiences and support their well-being, but links are not close enough with the infant school to bring continuity to their learning. The school makes a major contribution to the local community, based on a clear understanding of its context. Many activities are undertaken to help the school and the community pull together. The school has reviewed the impact of these and has put in place a clear plan to extend this work.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4

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The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	4

Views of parents and carers

Parents and carers, who responded to the questionnaire, are in support of the school and have no major concerns. They are unanimous in reporting that their children enjoy school. Almost all say the school keeps their children safe. While most are pleased with the quality of teaching, the way the school is led and managed and how well individual needs are met, some concerns were expressed which are endorsed by the inspection team.' Most parents feel their children make good progress, although inspectors found this not to be the case.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 76 completed questionnaires by the end of the on-site inspection. In total, there are 187 pupils registered at the school.

Ofsted invited all the registered parents and carers of pupils registered at The Kilburn Park School Foundation to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	66	24	32	1	1	0	0
The school keeps my child safe	45	59	28	37	2	3	0	0
The school informs me about my child's progress	39	51	29	38	5	7	0	0
My child is making enough progress at this school	34	45	33	43	3	4	1	1
The teaching is good at this school	28	37	37	49	7	9	2	3
The school helps me to support my child's learning	24	32	42	55	5	7	1	1
The school helps my child to have a healthy lifestyle	27	36	39	51	7	9	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	24	32	42	55	6	8	0	0
The school meets my child's particular needs	21	28	45	59	6	8	1	1
The school deals effectively with unacceptable behaviour	28	37	38	50	4	5	1	1
The school takes account of my suggestions and concerns	23	30	43	57	7	9	1	1
The school is led and managed effectively	28	37	38	50	5	7	2	3
Overall, I am happy with my child's experience at this school	42	55	28	37	5	7	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



19 March 2010

Dear Pupils

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

You will remember that we visited your school recently and I am now writing to let you know what we found out. Before I do, I would just like to say thank you for making us feel welcome and for being so ready to share your thoughts about your school. We had a chance to talk to quite a lot of you and we have told your teachers how you were very helpful and polite.

We were pleased to see that you enjoy school and agree that your teachers take good care of you. You also take good care of each other, particularly when someone arrives during the year. We recognise that The Kilburn Park School Foundation does some things well but there are weaknesses in important areas. For this reason, we have decided that the school requires help to improve. Some of the teaching has not been good enough and, as a result, too many of you are not making the progress of which you are capable. The main things we have asked of the school are to:

- make lessons more challenging and involve you more in your learning
- provide more interesting experiences that build on what you have learnt in the infant school and develop skills such as writing across subjects
- make marking more helpful and give you better guidance to reach your individual targets
- make sure everyone focuses on improving your progress and helping teachers to develop their teaching skills.

I am sure that the staff will do their best during the coming months to improve the school. They will be helped to carry out these improvements. Inspectors will visit regularly to check the progress they are making. You can all play your part in helping the school to get even better by continuing to work hard.

I wish you well for the future.

Yours sincerely

Martin Beale

Lead inspector

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