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Mr L Keel
Headteacher
Kilburn Park School Foundation
Malvern Road
London
NW6 5RG

Dear Mr Keel

Special measures: monitoring inspection of Kilburn Park School Foundation

Following my visit with Jane Chesterfield, additional inspector, to your school on 22–23 September 2010, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in March 2010. The full list of the areas for improvement that were identified during that inspection are set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures is satisfactory.

The school may not appoint Newly Qualified Teachers.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Brent.

Yours sincerely

Daniel Towl

Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in March 2010.

- 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 that action can be taken rapidly to eliminate any underachievement.

Special measures: monitoring of Kilburn Park School Foundation

Report from the first monitoring inspection on 21–22 September 2010

Evidence

Inspectors observed the school's work, scrutinised documents and met with the headteacher, groups of pupils, the Chair of the Governing Body a representative from the local authority, observed lessons and scrutinised pupils' work.

Context

Since the last inspection there have been several changes of staff. The school has had difficulty in recruiting teachers but started the new school year with a full complement of staff.

Pupils' achievement and the extent to which they enjoy their learning

Since the last inspection attainment has improved in both English and mathematics but remains below national averages. About three quarters of pupils reached expected levels in the 2010 national tests, but too few reached the higher levels. Across the school as a whole too few pupils are working at the expected levels.

Overall pupils' achievements are inadequate. Not enough pupils are making the accelerated progress necessary to overcome previous underachievement. The school's own improved monitoring shows that about one third of pupils are making accelerated progress. This is reflected in all groups including those with special educational needs and/or disabilities.

Progress remains too variable across the school, reflecting an inconsistent quality of teaching in all classes. There are too few good lessons. While there are some notable exceptions, where pupils have made twice the expected progress, there is underachievement in English and mathematics evident in all groups of pupils. When they are adequately engaged with their tasks, pupils enjoy their lessons.

Progress since the last inspection on the areas for improvement:

- Accelerate pupils' learning – inadequate

Other relevant pupil outcomes

Pupils' behaviour is good. Relationships are supportive and respectful. Classroom ethos is positive. Pupils say that they feel safe and that behaviour has improved, especially in lessons. Pupils are happy to engage with their tasks and willing to learn

but attention wanes when activities are not well planned or when they have to listen for too long. Attendance is satisfactory.

The effectiveness of provision

While the majority of teaching is satisfactory, there remain inadequate lessons in all year groups. Lessons do not consistently provide the sort of activities that sufficiently challenge all pupils and also enable them to make productive use of time. Consequently, pupils do not achieve as much as they should in the time available. The sequence of activities is not always thought through effectively by teachers and this limits learning because pupils do not spend enough time on the most important aspects of lessons. Some pupils, for example, spend too long copying out learning objectives.

There are some strengths in lessons. All teachers make clear what it is they are expecting pupils to learn and also give an indication of some success criteria that pupils can use to gauge what they have learnt by the end of the lesson. Teachers' planning is beginning to make clear how activities and tasks will be matched to pupils' abilities.

There is greater consistency in teachers' marking. Increasingly pieces of work have comments from the teacher which indicate what pupils could do next to improve. Pupils find these comments helpful, but there is not always an opportunity for them to follow up on the suggestions made. Pupils are involved in self-assessment both by using a 'traffic light' system, where they indicate in their books how well they understand the work, and through discussion in the end-of-lesson plenary. Year 6 pupils are aware of their personal targets.

The school has embraced a nationally recommended method to make ongoing assessments of pupils' work. This is still a developing system but is providing important information about pupils' achievements. It is also improving teachers' skills in identifying the evidence that confirms the levels that pupils have reached. Increasingly this information is being used to plan lessons, but its impact is still limited because the system is not yet fully embedded as teachers develop their own confidence in using it.

Since the last inspection the management of the school has taken a fresh look at its curriculum. A joint initiative with the local infant school now provides a transition project for pupils as they move between Year 2 and Year 3. This provides greater continuity. A number of cross-curricular projects have been developed which promote key skills across the curriculum, especially writing. These developments are still at an early stage of implementation and the impact on pupils' achievements overall is limited.

Progress since the last inspection on the areas for improvement:

- Develop a more effective curriculum – satisfactory
- Ensure a consistent approach to marking so that pupils know how to improve their work – satisfactory

The effectiveness of leadership and management

The headteacher and deputy headteacher have worked closely with the local authority to make improvements. They have established a clear process for monitoring the quality of teaching. Their judgements about teaching are accurate. Regular evaluation alongside that of local authority personnel has provided clear areas for improvement in teaching and learning, but these are not yet fully embedded. This means that weaknesses remain.

There is a detailed analysis of assessment information which has provided school leaders with a more thorough knowledge of the progress of pupils since the last inspection. This, together with information that comes from a dialogue with class teachers, in the now regular pupil progress meetings, is helping to focus lesson and curriculum planning to meet the specific needs of groups of pupils. The school has detailed information about the pupils that have been identified as having special educational needs and/or disabilities and this is used satisfactorily to focus support for learning, especially through the deployment of teaching assistants. However, the school is not fully clear about the impact of all its different interventions to support learning, especially where some pupils have a range of additional support.

There are clear improvement targets in a number of areas of the school's work. However, there is not enough flexibility in the timescales and methods used to check the progress of improvements, especially in the classroom. The efficient distribution of roles and responsibilities among the leaders and managers is hampered by an underdeveloped middle management, especially in the leadership of key subjects.

Senior staff, governors, the School Improvement Group and local authority are suitably involved in self-evaluation at the day-to-day and strategic level. Governors are increasing their ability to challenge the school and hold it to account.

Progress since the last inspection on the areas for improvement:

Generate a greater capacity for sustaining improvements in the school – satisfactory

External support

The local authority's statement of action meets requirements. Local authority personnel and the School Improvement Partner have provided a good range of support which has involved curriculum advice for English and mathematics, guidance on assessing and recording pupils' progress and evaluating the quality of teaching and learning through lesson observations. It has also provided an accurate assessment of the school's progress since the last inspection. Further support through the placement of an associate headteacher is also planned for the current term. The support given, while developing the capacity of the school's management, has yet to have a significant impact on pupils' achievements.

The impact of the local authority support is satisfactory.

Priorities for further improvements

- Review the roles, responsibilities and skills of the leadership and management at all levels, including subject leadership, to ensure that they are organised in an effective and efficient way to bring about the required improvements.