

Saint Leonards Church of England Primary School

Inspection report

Unique Reference Number	100617
Local Authority	Lambeth
Inspection number	376428
Inspection dates	20–21 September 2011
Reporting inspector	Timothy Feast

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Sue Heeley
Headteacher	Simon Jackson
Date of previous school inspection	25–26 March 2009
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Age group	4–11
Inspection date(s)	20–21 September 2011
Inspection number	376425

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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 15 lessons and parts of lessons involving eight teachers and a number of support staff. They held meetings with the headteacher, the deputy headteacher and a number of other staff members. Inspectors also met with members of the governing body. Inspectors had formal and informal discussions with a number of pupils, especially in Years 2 to 6. They observed the school's work, and looked at school documents, including improvement plans, tracking information, policies and procedures, minutes of the governing body, curriculum plans and individual pupils' books for evidence of progress. In addition, inspectors considered 47 questionnaires completed by parents and carers, and those completed by 93 pupils and 19 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which the achievement of different groups of pupils is accelerated by teaching that is challenging and makes good use of assessment information.
- The effectiveness of school leaders in bringing about improvement, for example, in pupils' attendance.
- The effectiveness of the school's strategies to improve writing.

Information about the school

St Leonard's is an average sized primary school, with an Early Years Foundation Stage comprising of a Reception class. The school provides a breakfast club for a small number of children.

The proportion of boys in the school is much higher than that found nationally. The proportion of pupils known to be eligible for free school meals is above average. The proportions of pupils from minority ethnic groups and those whose first language is believed not to be English are much higher than national figures. The proportion of pupils with special educational needs and/or disabilities is average, and these needs relate to a variety of difficulties and disabilities. The school experiences a greater movement of children in and out of the school than is found nationally.

The school has gained a number of awards, including Activemark and Artsmark.

The headteacher was appointed in April 2011.

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?

2

The school's capacity for sustained improvement

2

Main findings

St Leonard's is a good school which effectively supports and cares for its pupils and, as a result, helps them to achieve well. The school's effective monitoring procedures have given school leaders an accurate knowledge of its strengths and areas for development and have led to a good focus on improving the rate at which pupils progress, particularly in reading and mathematics. As a result, pupils progress well from their starting points in the school, attainment is rising and attendance has improved, so that it is now high. Personal outcomes for pupils are good. Pupils appreciate the safe environment of the school and parents and carers confirm this positive aspect. Pupils show a thorough understanding of factors contributing to a healthy lifestyle and, in most cases, demonstrated their adoption of these principles in the choice of lunches and their enthusiastic involvement in physical activities.

Pupils demonstrate in class and around the school positive attitudes to learning and courteous and helpful behaviour. They are able to use their good skills in literacy, numeracy and information and communication technology (ICT) in a broad range of circumstances. They make a satisfactory contribution to the school and to the local community, for example, through involvement in the Streatham festival. There is limited evidence of the impact of the views of pupils informing school decisions and the school has recognised the need to work on this and to build on partnerships to develop this aspect of the school's work.

Pupils make good progress because of the good teaching, the effective use of assessment information to target support and because of their own motivation to succeed. As a result, by the time pupils leave the school, the proportion attaining the expected levels of performance is above the national average. Over the last two years the number of pupils attaining higher levels has increased substantially in both English and mathematics. The school's information confirms that, for some pupils, attainment in writing requires attention and the evidence from lessons, early in the new term, shows that the focus on writing is beginning to have a positive impact.

The quality of teaching is good. School data and inspectors' observations of lessons show some variation between year groups but school leaders have identified and are focusing on the consistent use of assessment strategies so that the work sufficiently addresses the differing needs in the class and on pupils knowing at the end of the lesson how well they have progressed. Teaching consistently engages and motivates the pupils. Support staff are well deployed to promote learning and resources are often used imaginatively to enhance the challenge to pupils.

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Pupils say they feel safe and enjoy coming to school, and the quality of the care, guidance and support has improved since the last inspection. Pupils benefit from well-targeted support which most parents and carers acknowledge and recognise the value of. One commented, 'It is a nurturing environment where my children have felt safe and successful.' These views reflect the school's commitment and effective implementation of safeguarding procedures. The breakfast club provides a good start to the day for the children and it complements the range of support offered by the school.

The headteacher, in the short period since his appointment, together with the governing body and staff, has accurately identified priorities and articulated a vision to secure further improvement, which staff welcome. A number of parents and carers identified the need for the school to improve its communication with them. The headteacher has started on this process with his regular and informative newsletters but the school does not yet take sufficient account of parental views on planning for improvement. Partnerships more generally are satisfactory but the school does not yet make full use of the range of opportunities that are to be found within easy reach. The school has acted effectively on the key issues identified at the last inspection, has improved a number of key aspects of its work, and, together with its accurate self-evaluation, is well placed to sustain further improvement.

What does the school need to do to improve further?

- By December 2011, introduce and implement appropriate procedures so that the views of both pupils and parents contribute to the school's rigorous self-evaluation and have an impact on the school's planning for improvement.
- By December 2011, establish and make greater use of partnerships, particularly in the locality, to aid the development of the school's contribution to the community.

Outcomes for individuals and groups of pupils

2

Pupils enter the school with standards that are below those typically seen in this age group but go on to achieve above average attainment by the time they leave. There is no significant variation in the achievement of different groups. All pupils, including those with special educational needs and/or difficulties and those who speak English as an additional language, make good progress, particularly in their reading and mathematics. Less progress is made generally in pupils' writing but it is still at least satisfactory. Pupils from minority ethnic groups make similarly good progress to that of their fellow pupils. Boys often make better progress than the girls and narrow and sometimes close the gap with girls' performance. Pupils' learning in lessons is good as illustrated by pupils working well together as 'talk partners' when discussing challenging questions posed by teachers.

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Pupils' positive attitudes to learning help them to make good progress. They try hard and make perceptive comments, for example, when writing poems or when interpreting a text to identify the potential nature of a possible suspect in a detective story. Pupils demonstrate a good understanding of what constitutes healthy living and are well aware of the healthy options available at break and lunchtime. They acknowledge the benefits of physical exercise and participate vigorously in activities such as hockey and gymnastics, reflecting the work the school has done to gain the Active Mark.

Pupils' contribution to the school and the community, through their work with the school council and opportunities such as the Lambeth Country Show, is satisfactory but there is insufficient use made of pupils' views to identify and plan for improvement. Pupils' spiritual, moral and social and cultural development is good and was seen to good effect with the spirited singing of hymns. Pupils are tolerant and get on well with those from different backgrounds. Insufficient use is made of the opportunities available locally to the school to enrich pupils' cultural, spiritual and social development.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is good. At its best it challenges and motivates the pupils well so that they make rapid progress. Good use is made of external coaches to provide the physical education lessons and of the expertise of staff to secure good progress in art and

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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music sessions.

Good support is provided, both in class and in small groups withdrawn from lessons, for those pupils who need help to either improve their basic skills or to improve their fluency in English. This support is complemented well by the help provided by external agencies from health, social care and education services. The targeting of this support is aided by the detailed and accurate knowledge that the school has of both the academic and personal needs of the pupils. The school quickly gets to know new pupils and this helps the pupils to settle quickly both at the usual, and at other times of admission to the school.

There is plenty of effective marking in pupils’ books, with the best giving clear guidance of what pupils need to do to improve. Guidance in lessons is not so consistent and sometimes teachers provide too few opportunities during and at the end of lessons to help pupils to know how well they have done and what they need to do to improve.

The curriculum effectively meets the needs of the pupils and is enriched by a range of additional musical, artistic and sporting activities. Traditionally these activities have a high take-up and some parents and carers have indicated that they would like these opportunities to be increased.

These are the grades for the quality of provision

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

How effective are leadership and management?

School leaders’ accurate self-evaluation underpins their identification of appropriate priorities for the school. The school’s improvement plans reflect the vision and ambition of both the governing body and the new headteacher. Discussions with school leaders indicate their determination to maintain the trajectory of improvement and the leadership is increasingly successful in its efforts to secure the commitment of staff to this achievement agenda. Since the last inspection the most evident improvements have been on the standards attained by pupils by the time they leave the school, their attendance and the quality of care, guidance and support. There have been improvements in the use of assessment information but it still remains a focus for school leaders in ensuring that it is consistently used well in all classes. The governing body has established new procedures recently so that it is in a good position to challenge the school’s leadership in areas identified for development. It has been rigorous in ensuring the safety of pupils and staff. At the time of the

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inspection, safeguarding arrangements were found to be good, with procedures being applied rigorously.

Parents and carers, in their responses to the questionnaires, indicated that they would welcome improved communications with the school and inspectors judged that the school does not consistently seek parental views and use this information to inform its planning as much as it should. However, although partnerships with other elements of the local community are limited, the welcoming nature of the school makes a good contribution to the cohesion within its own community. The school is committed to equality of opportunity; its ethos, promoted positively by school leaders and the governing body, is one of valuing all and ensuring all can succeed.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Historically many children join the school working at levels below those typically found in their age group, although in 2011 attainment on entry was much stronger. Children make good progress in the Early Years Foundation Stage, leaving at the end of the Reception Year with levels of knowledge, understanding and skills above those expected nationally. Children with special educational needs and/or disabilities and those who speak English as an additional language make similar progress to their fellow pupils, receiving well-targeted support where it is needed. Children in the current Reception class have settled well, work together well and happily, showing this to good effect when working hard to improve their ball control.

The quality of the provision is good. Good teaching underpins the good academic and personal outcomes for children across all the areas of learning. Additional staff are deployed effectively and as a result the children have settled quickly to the

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routines of learning. The curriculum meets the children’s needs well and opportunities are provided for both teacher-led and child-initiated activities, for example, in their hands-on approach to examining ‘autumn treasures’.

The Reception class teacher works well with the headteacher and school leaders so that leadership and management are good. The safety and care for the children is paramount. Accurate evaluation of the strengths and areas for development has resulted in concrete plans for continuing improvement.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The number of parents and carers returning a questionnaire was below the average response rate for primary schools nationally. Most parents and carers are happy with their child’s experience at the school and are particularly positive about their child’s enjoyment and the school keeping them safe. In both the answers to questions and in their comments a few parents and carers wanted the school to improve its communications with them and to seek and take greater account of their suggestions. The inspection team followed this up, looking at the newsletters and the minutes of meetings to see how parental suggestions were taken up and how good the communication with the parents and carers is, and concluded that the school should do more to take these views into account.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Leonard’s Church of England Primary School 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.

The inspection team received 47 completed questionnaires by the end of the on-site inspection. In total, there are 204 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	64	16	34	0	0	0	0
The school keeps my child safe	34	72	12	26	0	0	0	0
The school informs me about my child’s progress	20	43	19	40	2	4	2	4
My child is making enough progress at this school	16	34	24	51	3	6	0	0
The teaching is good at this school	20	43	23	49	1	2	0	0
The school helps me to support my child’s learning	19	40	18	38	3	6	2	4
The school helps my child to have a healthy lifestyle	19	40	24	51	1	2	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)	14	30	23	49	3	6	1	2
The school meets my child’s particular needs	21	45	20	43	3	6	0	0
The school deals effectively with unacceptable behaviour	20	43	21	45	2	4	1	2
The school takes account of my suggestions and concerns	12	26	25	53	3	6	3	6
The school is led and managed effectively	25	53	16	34	0	0	1	2
Overall, I am happy with my child’s experience at this school	25	53	18	38	2	4	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



22 September 2011

Dear Children

Inspection of St Leonard's Church of England Primary School, Streatham SW16 6NP

Thank you for being so welcoming during our visit and telling us your views. We do understand why you enjoy coming to school, because it is happy, safe and caring and helps you to do well. We found that your school gives you a good education.

Here are some of the best things about the school.

- You said you liked your lessons; you attend well and, as a result, make good progress in your work.
- You have a good understanding of how physical activity and sensible eating help you to live healthily.
- The teaching is good and where you need it you are given good support to catch up.
- You told us you all get along well with each other and this helps to make the school a happy community.

These are the things we have asked the school to do, so that it gets even better.

- Listen to what you and your parents and carers have to say to help the school get even better.
- Work more with other groups locally so that you can contribute more to improving your community.

Thank you again for helping us, particularly by talking with us and showing us your work. All of you can help your teachers by continuing to work hard to improve your writing.

Yours sincerely

Timothy Feast
Lead inspector

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