

Leopold Primary School

Inspection report

Unique Reference Number	101504
Local Authority	Brent
Inspection number	376575
Inspection dates	28–29 November 2011
Reporting inspector	Alison Cartlidge

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	460
Appropriate authority	The governing body
Chair	Maurice Ellington
Headteacher	Audrey Kendall
Date of previous school inspection	15 February 2007
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Age group	3–11
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Introduction

This inspection was carried out by four additional inspectors. The inspection team observed teaching and learning in 24 lessons, taught by 16 teachers. Meetings were held with members of the governing body, parents and carers, staff and pupils. The inspection team observed the school's work, and looked at pupils' books, information on pupils' progress, policies regarding safeguarding pupils and other documents. Questionnaires from 230 parents and carers, 44 members of staff and 99 pupils were scrutinised.

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

- How well teaching and the curriculum are increasing progress, especially of higher-attaining pupils and boys in writing.
- The impact of leaders, including governors, on maintaining high attainment.
- How well the school provides a clear set of values that enables pupils from diverse backgrounds to have good self-esteem and to learn well.

Information about the school

This is a much larger than average-sized primary school. The majority of pupils are of Black or Black British heritage, with other pupils coming from a wide range of backgrounds. The proportion of pupils known to be eligible for free school meals is above average. The school has a below-average percentage of pupils with special educational needs and/or disabilities. These pupils have differing needs, including emotional and behavioural, and severe learning difficulties. While the proportion of pupils who are bilingual is high, with 44 different languages being spoken at the school, only a few pupils are at the early stages of learning to speak English. The school has received several awards including Healthy School Status. Children in the Early Years Foundation Stage are taught in two Nursery and two Reception classes.

The school was undergoing major building work during the inspection.

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

Pupils receive a good education at this inclusive and welcoming school. Outstanding partnerships with parents and carers ensure that pupils learn quickly. The school is very popular because parents and carers respect and appreciate the inspirational leadership the headteacher and her dedicated team of staff provide. There is a firm belief that all pupils, irrespective of their backgrounds, can succeed, and consequently pupils develop high levels of self-esteem. Parents and carers make very positive comments such as, 'The headteacher treats us like a family' and 'Teachers are really focused on educating our children.' The high levels of care, guidance and support provided for pupils, alongside a clear set of shared values, contribute strongly towards pupils' exceptional spiritual, moral, social and cultural development. Consequently, all pupils, including those with special educational needs and or/disabilities, behave considerately and are able to feel exceptionally safe at school.

Children make a good start to their education in the Nursery and Reception classes where they gain confidence and become independent. In Years 1 to 6, girls and boys of differing abilities, including those with special educational needs and/or disabilities, make good progress leading to high attainment by the end of Year 6, especially in mathematics. Progress is outstanding in mathematics and good in English. Writing lags behind reading because at times pupils, especially the higher attainers, are not expected to complete their best written work.

Pupils' good behaviour contributes to their good learning in the overwhelming majority of lessons. While most teaching is good, occasionally, lessons are not adapted well enough in the light of assessment information to ensure that pupils' differing needs are met in full, so that all can work to their maximum capacity. Teachers make effective use of praise to encourage pupils and often write comments to help them to improve their work. However, they do not always provide opportunities for pupils to follow up advice.

Good procedures for self-evaluation support the leaders' planning for improvement. Senior leaders have gathered a wealth of information about provision and pupils' progress. However, this is not fully evaluated and used to ensure that minor dips in performance, and slight variations in teaching and learning, are detected and put right as soon as they arise. Good improvements have been made since the previous inspection in the provision for children in the Early Years Foundation Stage and attainment remains high, demonstrating a good capacity to improve further.

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What does the school need to do to improve further?

- Ensure that pupils make at least good progress in all lessons, especially for the higher attainers when writing, by:
 - using assessment information more rigorously to provide work that matches pupils' differing needs accurately
 - always expecting pupils to do their best work and providing them with opportunities to respond to teachers' marking
 - making effective use of information and communication technology (ICT).
- Increase the rigour of self-evaluation, so that information collected on monitoring provision and pupils' progress is analysed swiftly, and minor weaknesses are identified and rectified as soon as they arise.

Outcomes for individuals and groups of pupils

1

The large majority of children join the Early Years Foundation Stage having the level of development typical for children of this age. Above-average attendance reflects the pupils' great enthusiasm for coming to school. They especially appreciate the interesting activities provided. For example, in an English lesson in Year 3, pupils enjoyed taking part in a drama before planning a book review, and in Year 1, 'hot seating' was used to aid discussion about characters in a story. All pupils, including those who are learning to speak English as an additional language, do well over time and learning is quick in most lessons. Differences in attainment between girls' and boys' writing are not apparent in lessons, and pupils produce a good quantity of writing. However, there are occasions when pupils of differing abilities are not challenged enough to do their best work. Pupils are supportive of each other and work together well. For example, in a phonics (linking letters with the sounds they make) lesson in Year 1, pupils supported each other well when spelling a sentence and answering a riddle.

Pupils' achievement is good for all groups of pupils, with Black and Black British pupils doing especially well. Those with special educational needs and/or disabilities are given good support towards reaching their specific targets. However, pupils of differing abilities do not always apply their writing and ICT skills fully when working in other subjects. The school is working well to reduce the late arrival of a few pupils. Nevertheless, their high attainment and good personal development means that pupils are prepared well for the next stage of education and later life.

Pupils feel very safe at school and know how to avoid danger, including during the building work. They know that their worries are tackled swiftly and effectively. Pupils' spiritual, moral, social and cultural development is a particular strength and they contribute well to the school and wider community. They raise funds for charities and

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carry out helpful tasks around the school. Pupils make sensitive reflections when talking about topics such as ‘where does the sky start?’ and are good at following the school’s clear moral code. For example, in Year 2, pupils were keen to help ‘Percy the puppet’ to learn how to make friends. The school deserves its Healthy School status because pupils are keen to take part in the various sporting activities on offer, have a good understanding of what constitutes a healthy lifestyle and an above-average proportion of pupils appreciate healthy options in the school meals.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils’ attainment ¹	1
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	1
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	2
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers and teaching assistants are enthusiastic, form good relationships with the pupils and manage behaviour well. They strive to make learning interesting and engage the pupils well in most lessons by varying the activities. Teachers help pupils, including those who are learning to speak English as an additional language, to understand the purpose of work and the meaning of specific vocabulary. They use praise well and often have mid-lesson opportunities to share good work. They use resources effectively to support teaching and learning. For example, at the start of a mathematics lesson in Year 4, pupils enjoyed a rap about equivalent fractions and could understand the difference in fractions more clearly when shown as portions of a cake. The curriculum focuses well on the development of literacy and numeracy skills and leaders are working on providing broader opportunities for cross-curricular work to extend writing and ICT. Work started is already helping to engage further the interest of boys. The creative arts are promoted well and the school provides a

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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wide range of additional activities. For example, pupils can learn to play instruments including steel pans.

Members of staff know the pupils very well and keep track of their individual progress meticulously. There is particularly good support for pupils who are finding life difficult, enabling them and their families to take a full part in what the school has to offer. Close links with other schools and external agencies ensure that transition arrangements are strong, enabling pupils to be confident about changing class or school. Attendance, particularly of pupils whose circumstances make them potentially vulnerable, is monitored well and posters around the school provide helpful guidance such as ‘friendship is like sand, don’t let it slip away’ and ‘it takes more than one to share’.

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	1

How effective are leadership and management?

The headteacher shares her passion and high aspirations for the school with other leaders. There is a clear understanding of what needs to be done to improve the school further. Whole-school developments are having a positive and sustained impact on pupils’ progress, although some evaluations are not made soon enough to prevent minor dips in provision and performance. The promotion of equality of opportunity and tackling discrimination is good and pupils of differing abilities are supported and encouraged equally well. All pupils are included very well socially, and the school is working successfully to eliminate any slight unevenness in learning and progress between classes.

The school’s arrangements to safeguard pupils are thorough. Members of staff are trained effectively, with the result that procedures are carried out robustly. Leaders and the governing body are diligent, although some training records are not kept fully up to date. An overwhelming majority of parents and carers are delighted that their children are kept safe at school.

Members of the governing body is knowledgeable about the school. They play a key role in supporting and challenging other leaders. For example, they recently identified the need to increase supervision on the playground and, as a result of changes made, there has been a reduction in minor accidents. The school provides good opportunities for pupils to be involved in the local community and to learn about cultures other than their own. For example, pupils recently helped design the new school building and supported outreach work in Africa. Parents and carers are

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exceptionally well involved in their children’s education. For example, several parents help with reading in school and parents and carers are very keen that their children should 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	2
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
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	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children make good progress in the Nursery and Reception classes, especially in their personal, social and emotional development, and in speaking and listening. Consequently, pupils enter Year 1 with skills above those expected for their age. A wide range of activities is made available indoors and outside, and children enjoy working with each other and members of staff. For example, during the inspection, children in the Nursery enjoyed using new vocabulary when discussing a hospital visit and worked well with an adult to program a toy to travel to various numerals. Children in the Reception were fully engaged in sharing stories and learning about the dark.

Strong links with parents and carers enable children to settle into school life swiftly and to establish good relationships with each other and their teachers. Clear routines help children to become happy and keen to learn. Children enjoy talking about what they are doing, learn quickly and behave sensibly. Sensitive support is provided for children’s social and emotional needs. There are good arrangements for assessing learning. Children make choices about what they are going to do, although some activities provide limited opportunities for the development of writing. Leaders have realistic plans for improvement and members of staff are working well with children to modify the curriculum to match their interests. For example, this term, activities reflect the children’s interest in space. Leaders are aware that assessment data are not always analysed in detail to help evaluate all aspects of trends in performance.

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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

There was an above-average response to the inspection questionnaire and the overwhelming majority of parents and carers are positive about all aspects of the school. They are particularly pleased with the way the school is led and managed, that their children enjoy school and are kept healthy. The inspection team also found this to be the case. A very few parents and carers disagreed that the school deals with unacceptable behaviour well or takes into account their concerns and suggestions. During this inspection, the inspection team found that the school responds to concerns and suggestions well and occasional instances of unacceptable behaviour are dealt with appropriately.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Leopold 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 230 completed questionnaires by the end of the on-site inspection. In total, there are 460 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	178	77	50	22	0	0	0	0
The school keeps my child safe	171	74	58	25	1	0	0	0
The school informs me about my child’s progress	160	70	67	29	1	0	0	0
My child is making enough progress at this school	160	70	66	29	2	1	0	0
The teaching is good at this school	171	74	55	24	1	0	1	0
The school helps me to support my child’s learning	153	67	75	33	1	0	0	0
The school helps my child to have a healthy lifestyle	148	64	74	32	0	0	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)	135	59	79	34	1	0	0	0
The school meets my child’s particular needs	128	56	87	38	1	0	2	1
The school deals effectively with unacceptable behaviour	140	61	78	34	5	2	0	0
The school takes account of my suggestions and concerns	120	52	94	41	4	2	0	0
The school is led and managed effectively	172	75	50	22	0	0	0	0
Overall, I am happy with my child’s experience at this school	174	76	54	23	2	1	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.



30 November 2011

Dear Pupils

Inspection of Leopold Primary School, Willesden NW10 9UR

We enjoyed coming to see your friendly school. Thank you for being so helpful during our visit. We are pleased to tell you that your school provides you with a good education.

These are the best things about your school.

- You enjoy school and make good progress, especially in mathematics.
- You feel very safe at school and are exceptionally good at understanding the importance of values that help you to respect and get on well with others.
- We agree with you when you say that teachers look after you really well.
- The headteacher and other leaders are doing a good job and know what needs to be done to make your school even better.
- Your parents and carers are very pleased that you come to this school.

These are the things we have asked your school to do next to help it improve.

- Help you to always learn quickly, especially those of you who are good at writing, by making sure you are always given work that is hard enough for you, use what you have learnt in ICT, produce your best work and are given the chance to respond to teachers' marking straight away.
- Make sure that the information leaders collect on how well you are doing is used quickly to spot when you are not doing well enough and to put this right as soon as possible.

Thank you once again for telling us about your school and letting us see your work. All of you could continue to help your teachers by always doing your best writing, using your ICT skills and taking notice of teachers' marking.

Yours sincerely

Alison Cartlidge
Lead Inspector

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