

# Harlesden Primary School

Acton Lane, London NW10 8UT

**Inspection dates** 15–16 July 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils' achievement in reading, writing and mathematics has improved since the school was last inspected. Pupils make good progress because of improved teaching.
- Children make a good start to their personal development and education in both Nursery and Reception classes. They are prepared well for starting in Year 1.
- Teaching is typically good. Teachers foster positive relationships with their classes and pupils work hard as they strive for excellence.
- Behaviour in class and around school is good. Pupils are friendly and polite towards adults and one another. They have good attitudes to learning and want to do well.
- Attendance has risen to above the national average.
- Pupils are very proud of their school and told inspectors that they feel safe and well cared for. Parents strongly support this view and consider the school to be 'golden: a warm and friendly place for their children'.
- The school's good promotion of pupils' spiritual, moral, social and cultural development means that pupils value the differences between them and are polite towards adults and each other.
- The school is well led by the headteacher. Along with senior leaders, she provides a clear direction for improvement, supported by all staff.
- Leaders and managers, including a highly effective governing body, have succeeded in moving the school forward since the last inspection. The school's capacity for securing further improvements is strong.

### It is not yet an outstanding school because

- Teaching does not always ensure that work is sufficiently challenging for the most able learners.
- Pupils' writing skills are not as well developed as those in reading or mathematics.
- Some teachers do not always ensure that the pupils follow up on guidance they give to pupils to help them achieve their very best.

## Information about this inspection

- Inspectors observed teaching and learning in 15 lessons, two of which were jointly observed with senior leaders. In addition, they made a number of shorter visits to lessons, tutorial sessions and assemblies.
- Inspectors held meetings with the headteacher, other leaders and managers, and groups of staff.
- Members of the inspection team listened to children read and held meetings with one group of pupils, representing all age groups in the school. Discussions also took place with pupils informally.
- A meeting was held with the Chair of the Governing Body and another member. Inspectors also had a discussion with a member of the local authority.
- The inspection team observed the school's work and scrutinised documents, including the school's evaluation of how well it is doing, the school improvement plan and statistical information about pupils' achievement, attendance and exclusions.
- Consideration was given to the views expressed by pupils and their families in response to the school's own surveys and to comments received from parents. Inspectors took account of the 18 responses to the staff questionnaires. One response was received to the Ofsted online questionnaire, Parent View.

## Inspection team

Rob Ridout, Lead inspector

Additional Inspector

Janice Williams

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- The majority of pupils are from minority ethnic heritages and over two thirds speak English as an additional language.
- The proportion of pupils who are known to be eligible for free school meals and for whom the school receives additional government funding, known as the pupil premium, is well above average.
- The proportion of pupils supported through school action is above the national average.
- Over one tenth of pupils are supported through school action plus, or who have a statement of special education needs. This is well above average.
- There are breakfast and after-school clubs on site, managed by the governing body. The school uses its own facilities to teach pupils and does not make any alternative provision.
- The school meets the government's current floor standards. These set the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Improve the quality of teaching so that it is typically outstanding in order to raise achievement further by:
  - ensuring work challenges the most able pupils, particularly in writing
  - improving the effectiveness of the marking process to ensure that pupils act on the guidance teachers give about how they can improve their work.

## Inspection judgements

### The achievement of pupils is good

- The achievement of pupils has improved since the last inspection and is now good. From their individual starting points, pupils make good progress in mathematics, reading and writing.
- Children start their nursery education with skills that are well below those of other pupils of a similar age. They make good progress in their learning because teachers create a warm, welcoming place of learning. They provide activities that promote confidence and develop their communication, number and physical skills fully. By the time they begin their more formal learning in Year 1 children are achieving almost as well as other children in their age group.
- This good progress is typical for all pupils in all year groups. The school's checks on progress for Year 2 pupils show that most are working at expected levels in mathematics and reading. But, despite making good progress, some still have not yet developed or acquired more advanced writing skills.
- The school has improved the standards of reading through the teaching of sounds and the letters they represent (often known as phonics). This has had a very positive effect on the pupils' abilities to read with confidence. In both 2013 and 2014, the annual screening check showed Year 1 pupils achieved results well above the national average.
- Information provided by the school, confirmed by inspectors, shows that pupils are improving their skills in the majority of year groups. By the completion of Year 6, national test results confirm that all pupils are working at expected levels in mathematics, reading and writing. Many are achieving well above what is expected of them.
- Disabled pupils and those who have special educational needs make good progress because teachers plan work that meets their particular needs and helps them succeed. Well qualified teaching assistants provide extra support to pupils and work closely with families.
- The school provides extra support in lessons and has increased small-group work and one-to-one teaching for pupils who are eligible for extra funding provided by government. The differences between the attainment of pupils eligible for this support and other pupils have nearly closed. Current data show that eligible pupils are three months ahead of their classmates in their mathematics skills. In reading and writing respectively, they lag behind by around the same amount of time. The gap is closing quickly however.
- Pupils who speak English as an additional language achieve well from their very low starting points. Teachers and teaching assistants work closely with individuals and groups of children who are at the early stage of learning English. This helps them make rapid progress so that they achieve as well as other pupils in the school. The school's literacy workshops with families contribute positively to accelerating the development of their children's language skills and succeed.
- The most-able pupils are enthusiastic learners and achieve well. They reach expected levels in their reading and writing and make significantly better progress in mathematics.

### The quality of teaching is good

- The quality of teaching has improved since the previous inspection and is now good. Leaders and managers have provided staff training focused on improving its quality and increased their expectations when checking its quality.
- Teachers share their enjoyment for learning, are confident in the classroom and know their subjects well. They use the information they have about pupils' abilities to plan for learning that interests them and meets their needs. Pupils say they learn well because 'teachers make learning fun'.
- Pupils approach their work with confidence and like it when teachers explain precisely what to do and provide them with model answers to help them learn. Pupils find the examples of high quality work displayed in classrooms help them in their work and make good progress.

- Mathematics is taught most effectively and pupils achieve very well. This is because teachers have good subject knowledge, including a range of activities provided to develop pupils' understanding. A trip to a local supermarket provided a real chance for pupils to test which company gave best value and where they could shop and get the most for their money.
- Teachers check pupils' understanding regularly in class and marking pupils' work. Teachers use the information they gain to set work that matches the ability of different pupils. Nevertheless, the most able are not always challenged sufficiently well. Although progress is good in writing, it is not as marked as in reading and mathematics.
- Teachers mark pupils' work often and most give pupils guidance to help improve their skills and understanding. Pupils learn best when they respond to the guidance and teachers check to see if their comments have been acted upon. In pupils' past work, this has not happened consistently.
- Lessons are typically positive and enjoyable as relationships between staff and pupils are very good. Teaching assistants are well prepared to support the learning of pupils in and out classrooms. They work closely with teachers to plan and change activities so that they help and challenge pupils to enhance their skills.

### **The behaviour and safety of pupils are good**

- Pupils' behaviour is good. The school has high expectations of its children and, as a result, pupils are friendly, courteous and helpful towards each other and adults. The school is a happy place where pupils get on well together.
- Strong, positive relationships between pupils, staff and families significantly help pupils make good progress. Boys and girls of all ages are keen to greet their teachers as they arrive. Parents say this is 'a golden place where their children love to come to learn'.
- Pupils are keen to get to school. They run into school with smiles on their faces as they arrive. Children are eager to start at the beginning of lessons and settle quickly to the class activities because they want to do well and enjoy learning. Such positive attitudes contribute to good levels of achievement.
- Children in Nursery and Reception classes are encouraged to develop good attitudes as soon as they join the school. Strong friendships are continually fostered throughout the school and pupils are encouraged to work and play together. This develops the real sense of family that exists within the school and helps promote good learning.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe at school. They have a good awareness of how to remain safe outside the school. Pupils can describe the dangers associated with using the internet and what to do if they feel threatened.
- Pupils understand the different types of bullying. High quality displays promote good attitudes within the school and provide helpful advice of what to do if bullied. Pupils say instances of bullying are low. Parents say the school makes sure that its pupils are well behaved and deals effectively with bullying.
- The school works closely with key community leaders and families to stress the importance of coming to school. Celebratory events contribute well and reinforce the message. Attendance has improved to above average and shows a continuing upward trend.

### **The leadership and management are good**

- The school is led by a committed and effective headteacher. She is ably supported by an enthusiastic leadership team. The whole staff is energised and has engaged successfully with families to help their children secure good outcomes in all that they do.
- The local authority provides good advice and guidance to the headteacher and governors. It has helped develop stronger links with other schools within the authority to share best practice, enhance learning and raise standards.
- The school's evaluation of its performance is accurate and based on secure evidence.

Information from the close checks on pupils' progress is used well to build on existing successes within the school and help leaders and managers to plan the next steps as they seek to raise pupils' achievement further.

- The school is maintaining its good quality of teaching and seeking improvements where possible. Relevant training is provided to support and help improve the work of teachers. Underperformance is challenged and rigorous checks on the quality of teaching are in place. Only teaching that leads to good achievement is rewarded through successful pay progression.
- The range of subjects taught is good and has been organised successfully to strengthen both the literacy and numeracy skills of pupils. This has contributed to improving achievement in both reading and mathematics, but has been less successful in raising the quality of written work. The school is working to create more relevant and exciting experiences within all subjects that give pupils the opportunity to develop their extended writing skills further.
- Pupils' spiritual, moral, social and cultural development is a real strength within the school. Parents appreciate the lengths the school goes to in order to engage and embrace their different cultures. Pupils have a strong sense of right and wrong and thrive in what parents describe as 'a real family school'. A wide range of subjects and activities is offered to the children, which enhance their learning. There are many well attended after-school clubs and educational visits.
- The school makes good use of the additional primary sport funding. Additional resources have been bought. Teachers and other adults have received training to develop their expertise. Good links now exist with local clubs. A variety of coaches provide a range of activities for pupils to experience, including basketball, dance and football for all. The numbers of pupils involved in sporting events and after-school clubs have increased. Pupils' enjoyment and skill levels are growing rapidly and resulting in greater success on and off the field.
- Safeguarding procedures meet requirements and a robust system for checking on, and recording, pupils' safety and welfare are in place.
- Parents are overwhelmingly supportive of the school and are full of praise for the efforts staff make to educate and care for their children. At the Year 6 graduation, tears were shed by parents and staff as pupils thanked them for the support they had given them whilst at the school.
- **The governance of the school:**
  - The governing body is strongly committed to supporting the school to strive towards pupils achieving their best.
  - Governors take responsibility for their own training. They are knowledgeable about current educational issues and offer an appropriate level of challenge and support to the headteacher and leadership of the school.
  - Governors are well informed about the achievements of pupils and know how well the school compares to others, both locally and nationally. They monitor the quality of the school's work through their meetings and visits to the school. They have a clear understanding of the school's strengths and the priorities for its improvement, particularly in enhancing the writing skills of all pupils, especially for the more able.
  - Resources are managed well and governors ensure the school offers good value for money. They know about the management of teachers' performance and are aware of the impact of the additional government funding. They recognise the need for further improvements and so continue to hold leaders to account.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	101499
<b>Local authority</b>	Brent
<b>Inspection number</b>	442137

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	228
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Narinder Nathan
<b>Headteacher</b>	Linda Perrier
<b>Date of previous school inspection</b>	7–8 November 2012
<b>Telephone number</b>	020 8965 7445
<b>Fax number</b>	020 8963 1828
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