



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR LEOPOLD PRIMARY SCHOOL

Name of School:	Leopold Primary School
Headteacher/Principal:	Rachel Mollett
Hub:	Chrysalis Hub
School phase:	Primary
MAT (if applicable):	N/A

Overall Peer Evaluation Estimate at this QA Review:	The school did not wish to have estimates on this occasion
Date of this Review:	18/03/2024
Overall Estimate at last QA Review	N/A
Date of last QA Review	N/A
Grade at last Ofsted inspection:	08/06/2022
Date of last Ofsted inspection:	Good



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Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

Leadership at all levels	The school did not wish to have estimates on this occasion
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Quality of provision and outcomes	The school did not wish to have estimates on this occasion
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AND

Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs

Area of excellence	None submitted for this review
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Overall peer evaluation estimate	The school did not wish to have estimates on this occasion
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The Quality Assurance Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.

1. Context and character of the school

Leopold Primary School is a four-form entry, inner-city school, based on two sites over a mile apart, in the London borough of Brent. Due to demand for school places, the original school in Hawkshead Road expanded to two sites in 2012. The school is situated in a challenging locality bordered by large estates, social housing and high crime rates.

Thirty-five languages are spoken across the school and 58% of the pupils have English as their first language. The proportion of pupils who are disadvantaged is well above the national average. The proportion of pupils with special educational needs and/or disabilities (SEND) is slightly above the national average. The number of pupils with social and emotional difficulties and mobility is much higher than the national average, with pupils arriving at different points in the year. On entry to the school, the large majority of children are well below age-related expectations.

The school has been through a period of significant changes in leadership over the last three years. A new executive headteacher was appointed in September 2021 and a new head of school and senior deputy model was introduced in September 2022. An assistant headteacher joined in September 2023 to support with behaviour and inclusion.

2.1 Leadership at all levels - What went well

- The executive headteacher provides inspirational leadership. She is exceptionally well supported by senior leaders, whose roles and responsibilities have been carefully crafted.
- Leadership is driven by the shared vision and passion of the executive headteacher and her senior leadership team. Their passion for high quality education enthuses everyone and there is a tangible sense of everyone moving forward together in the same direction. The cohesiveness and sense of purpose are fundamental factors in the school's improvement journey.
- Leaders and members of staff resiliently promote the quality of provision with a very strong focus on developing the whole child and taking full account of every pupil's well-being and mental health.
- Leaders and staff are passionate and committed to their school and its community. They are fully engaged with curricular development and teaching and learning. Consequently, they are very knowledgeable about provision and see the fruits of their refined curricular offer.

- Leaders are flexible and adaptable to the changing pupil population. They respond with enormous enthusiasm and vigour to ensure that all pupils receive the best possible learning experiences at the school. As one Year 6 pupil opined: 'I believe our school is perfect the way it is'.
- There is a very well-considered and rigorous approach to school improvement. Senior leaders are very reflective practitioners who think deeply about any strategic decisions and carefully evaluate the actions that inform decisions.
- School self-evaluation and development planning are comprehensive, and all members of the school community are routinely consulted. Leaders ensure that teachers' knowledge and skills are promoted through subject leaders' meetings, team meetings, curricular meetings, regular in-service sessions and subject 'deep dives'.
- The school is highly inclusive. Leaders have developed a wide range of clearly focused interventions to support disadvantaged pupils, those who enter the school at different times and those with no knowledge and understanding of English. Staff work with specialist professionals to ensure that barriers to school progress are successfully minimised.
- Constructive and supportive relationships are evident among all stakeholders. Pupils are nurtured to develop positive learning dispositions, such as respect, curiosity and cooperation, alongside the school values, with a pellucid emphasis on promoting active learning. Staff know the pupils well and are vigilant about looking after their individual needs. There is a strong focus on pupils' personal development, including promoting their resilience, ambition, confidence and character.
- All staff have clearly defined roles and are given the autonomy and support to lead areas. The provision of regular leadership time for subject leaders ensures that regular monitoring of teaching and learning takes place. This enables continuing professional development (CPD) to be targeted to meet identified needs. The impact of these strategies was articulated by middle leaders who embraced the school's collaborative approach to subject leadership.
- Staff are committed and talented. Although a big school, there is consistency in expectations across both sites. Staff are constantly looking for new ways to make the school even better and they support pupils to fulfil the vision of 'be the best you can be'.
- The leadership team has worked closely with staff to develop a systematic approach to the teaching of oracy across the curriculum. A review of the school's approach to reading has ensured that pupils are now continuously exposed to a range of authors and text types.
- Transition procedures work well at every key stage and there are additional partnerships with secondary schools and the local police. The school is part of

the Harlesden cluster of schools and works closely with three secondary feeder schools in the area.

2.2 Leadership at all levels - Even better if...

... leaders and governors provided a range of extra-curricular activities that are accessible to all pupils in order to enhance the development of pupils' cultural capital as well as their core learning.

3.1 Quality of provision and outcomes - What went well

- The Early Years Foundation Stage (EYFS) provides a vibrant learning environment that stimulates children's innate curiosity. Finely tuned teaching moves children's learning on in a personalised way.
- Mutual respect between adults and pupils results in a calm, peaceful and purposeful working atmosphere. Behaviour and attitudes to learning are exemplary and, as one pupil commented: 'Behaviour is amazing and there is no bullying'.
- Pupils clearly appreciate the trust afforded them and they work hard to please their teachers. For example, one Year 4 pupil commented: 'They always help you and you never have to ask'.
- High levels of engagement are the norm because teachers engender a thirst for learning in their pupils and they plan exciting lessons that captivate pupils. This was clearly exhibited in several lessons across the schools and in several year groups.
- There is an invigorating learning ethos in the classrooms and beyond. Learning activities are thoroughly engaging affairs, often firing pupils' imaginations. Teachers enable pupils to take control of their learning by encouraging them to retrieve and think about their previous learning.
- Staff routinely promote pupils' subject-specific vocabulary and boost their use of technical language. These aspects were expertly displayed in Years 1 and 6 mathematics lessons.
- Throughout the school, teachers provide an excellent range of problem-solving and discussion sessions and the 'cut-away' activities challenge the more able pupils and encourage confident, independent thinking.
- Staff pursue a shared vision to provide an ambitious and inspiring curriculum to prepare pupils for the next stage of their education and for future life. The impact of this vision is manifested in well-presented books that demonstrate coherently planned and well sequenced learning across a range of curricular areas. To embed reading skills, all pupils have regular opportunities to explore high quality texts linked to their topics, which supports the acquisition of vocabulary across the wider curriculum.

- Teachers' strong subject knowledge, which is developed through well-targeted professional development, allows them to provide precise feedback and the next steps to further accelerate pupils' progress. Teachers assess pupils' work regularly and the data is used by leaders to track pupils' progress and attainment and to identify those who may be in danger of underperforming.
- In the best lessons, learning is well paced and forensic questioning by teachers extends pupils' critical thinking. For example, in a vibrant Year 4 literacy lesson on limerick poems, the teacher's probing questions and examples allowed pupils to deepen their knowledge.
- Pupils develop their personal and social skills extremely well. In addition to regular PSHE lessons, they enjoy a vast range of opportunities to develop leadership skills and share their views on a various areas of school life. They are given leadership experiences through the School Council, as ambassadors, prefects, Eco Warriors, peer mentors and peer readers.
- Pupils are given opportunities to visit many places of interest, such as museums, art galleries and the Houses of Parliament. In addition, those in Years 5 and 6 attend residential courses. These varied opportunities enhance their personal and social skills and promote their self-esteem successfully.
- Learning explorations, a scrutiny of pupils' books and discussions with pupils show that across the school they are thriving because of their positive attitudes to learning and the stimulating teaching.

3.2 Quality of provision and outcomes - Even better if...

... no significant issues were identified during the review.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- Strong leadership provides a bespoke programme of interwoven support which emerges from core practices. The primary aim is to diminish the difference between disadvantaged pupils and their peers. This is achieved successfully and, in several cases, exceeded. Both disadvantaged pupils and those with additional needs have extremely positive attitudes to learning and make a significant contribution to the life of the school.
- Leaders' precise identification of pupils' needs and barriers to learning results in tailored support for pupils with SEND and those who are disadvantaged. Small group and one-to-one intervention sessions, for example in literacy and

numeracy, are monitored closely by leaders to ensure that they are having the desired impact.

- Inclusivity is a strength of the school. All staff are committed to removing barriers to learning and take a holistic approach in supporting both families and pupils. The school recognises that the gap between disadvantaged and other pupils is more than academic. This is exemplified in the excellent work of the family support professional that complements the support provided in school.
- All staff actively foster mutually respectful relationships which enable parents to feel secure and confident to approach school and ask for help. Expectations for disadvantaged pupils are equally as ambitious as for others.
- The inclusion lead and SENDCo use rigorous tracking systems to identify barriers that may constrain the learning of various pupil groups and to monitor the impact of the wide range of teaching strategies and interventions.
- In lessons, teachers and teaching assistants work in strong partnership to support SEND pupils' learning. They know the small steps in progress pupils need to make and adapt work and resources well to ensure that pupils achieve success.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

... no significant issues were identified during the review.

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.



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Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)