

# Vaughan Primary School

Vaughan Road, West Harrow, Middlesex, HA1 4EL

**Inspection dates** 15–16 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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.

- The headteacher, backed by a strong team of senior and middle leaders, governors, teachers and support staff, has ensured that standards in English and mathematics are broadly average at Key Stage 1 and Key Stage 2. Given pupils' lower starting points, this represents good achievement.
- Leaders and managers have successfully addressed the areas for improvement in the previous inspection.
- The achievement of the most able is consistently good at Key Stage 1 and Key Stage 2.
- Teaching is good, with some examples of outstanding teaching.
- Support staff who work with pupils in need of additional help are making a strong contribution to their improving progress.
- The exciting range of themes and activities provided by the school ensures that children develop skills in a wide range of subjects including the arts and sports. Pupils are encouraged to explore different faiths as well as their own and this supports their strong spiritual, moral, social and cultural development.
- Pupils' behaviour is good. Pupils are keen to learn and are unreservedly polite and caring. They feel safe and their behaviour in lessons and around school is good.

### It is not yet an outstanding school because

- Some leaders do not take full responsibility for their role in quality assuring teachers' planning and for assessing its impact in securing pupils' progress.
- Assessment information is not always used effectively to plan for the progress of all pupil groups, including the least able in reading.
- There are missed opportunities for pupils to reflect and act on teachers' marking of their work and the guidance they are given in order to make the necessary improvements.

## Information about this inspection

- Inspectors observed 25 lessons, three of which were jointly observed lessons, carried out with the headteacher. Inspectors also undertook a series of short visits to other lessons across the school, observed an assembly and listened to children read.
- Meetings were held with staff, pupils, the Chair of the Governing Body and other governors, and a representative from the local authority.
- Inspectors took account of the 61 responses to the online Parent View survey, two letters from parents, as well as the views of parents they met. Inspectors also considered the 70 responses to the staff questionnaire.
- Inspectors scrutinised a range of documentation, including the school’s self-evaluation, improvement plans, pupil performance data, safeguarding policies, and records and documents relating to staff performance.

## Inspection team

Lesley Leak, Lead inspector

Additional Inspector

David Harris

Additional Inspector

Sibani Raychaudhuri

Additional inspector

## Full report

### Information about this school

- This is a larger-than-average primary school, which has expanded to three forms of entry in the Reception Year and Year 1 since the previous inspection. There are currently two classes in all of the other year groups from Year 2 to Year 6.
- The proportion of children who are eligible for the pupil premium is average, although these pupils are not distributed evenly in different year groups. The pupil premium is additional funding for certain groups including children in the care of the local authority and pupils known to be eligible for free school meals.
- The proportion of pupils who come from minority ethnic backgrounds is high.
- The proportion of pupils speaking English as an additional language is above the national average. A small minority of them are at an early stage of learning English.
- The proportions of disabled pupils and those who have special educational needs are above the national average. The proportion supported through school action plus or who have a statement of special educational needs is above the national average.
- The school meets the government floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- At the time of the inspection a small proportion of pupils were absent celebrating the Muslim festival of Eid.

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

- Increase the proportion of outstanding teaching and ensure that all groups of pupils make rapid and sustained progress throughout the school by:
  - ensuring that teachers use assessment information effectively to always set tasks that are well matched to pupils' different abilities
  - making sure that pupils are regularly given time to respond to teachers' comments in marking and to correct their mistakes
  - improving the progress of the least-able readers.
- Enhance the leadership of teaching by:
  - training all leaders to take full responsibility for their role in quality-assuring teachers' planning and for assessing its impact in securing progress for all pupil groups and individuals.

## Inspection judgements

### The achievement of pupils is good

- Most children in the Early Years Foundation Stage enter Nursery with a level of skills well below those expected for their age. The proportion reaching or exceeding the expected level of skills development by the end of Reception Year has been below that seen nationally in recent years because the school was unable to recruit sufficiently experienced staff. This situation has now changed. Under the leadership of a newly appointed Early Years Foundation Stage coordinator, the teaching has improved significantly, such that the achievement and progress of children in Nursery and Reception, as seen in this inspection, are now good.
- Standards have remained broadly average in English at Key Stages 1 and 2 over the last three years. Standards in mathematics have also been broadly average. However, evidence from this inspection indicates that the picture is improving because more attention is now being given to how work is set, according to pupils' mathematical ability, with notable impact in Years 5 and 6.
- Pupils, including those who are disabled or have special educational needs and also pupils from minority ethnic backgrounds including those for whom English is an additional language, are making above-average progress in writing at Key Stage 2. Almost all pupils reach expected levels in writing and many are exceeding expected levels because of the school's emphasis on writing at length across a range of topics and subjects beyond English.
- More-able pupils and upper middle-ability pupils are progressing at a faster rate than previously. Significantly high proportions of these pupils are achieving the higher levels in English and mathematics at Key Stage 1 and Key Stage 2, and in science at Key Stage 2.
- The phonics screening checks for Year 1 pupils in 2012 and 2013 demonstrated below average reading skills for the least able pupils, who make slightly less progress in reading than other pupils throughout the school. Other groups of pupils demonstrate good progress with reading and an enjoyment of a wide range of books and authors.
- Pupils' speaking and listening skills are well developed. Pupils have well-planned opportunities to develop their thinking skills through discussing their ideas with a talk partner before writing.
- Funding for pupils supported through the pupil premium, including those known to be eligible for free school meals, has been well spent on meeting the needs of identified pupils through very well targeted one-to-one support and small group teaching outside of lessons. The available evidence confirms that any gaps in the achievement of this group of pupils in English and mathematics, compared to all other pupils, are closing rapidly. Only a very small number of pupils are supported through the pupil premium funding in Year 6.
- The school makes excellent use of the additional funding it receives for sport by employing a sports technician who has broadened the range of sports available, and by training the school's staff to ensure this provision will remain ongoing. The school has recruited sports leaders from Years 5 and 6 who run after-school clubs for pupils at Key Stage 1. There is a strong sports partnership with the local secondary school. Pupils are enthused by the breadth and depth of sports provision available and their participation rates are high.
- Regular checks on pupils' progress mean that anyone who needs extra help is identified and provided with specific support they need to help to improve their progress. This support has had a strong impact on pupils' achievement in writing, but it has been less successful in accelerating the progress of the least-able pupils in reading.

### The quality of teaching is good

- The quality of teaching has improved significantly since the last inspection as a result of a highly effective staff training programme provided by the school. Teaching in most subjects, including English and mathematics, is usually good, with examples of outstanding practice.
- In the Early Years Foundation Stage the current staff provide a stimulating, happy learning environment, both indoors and outdoors, where children have settled in well. Pupils'

concentration is high because there is a well-planned range of exciting activities to motivate and engage them.

- Pupils' above-average achievement in writing, especially in Key Stage 2, is a direct result of consistently good teaching where pupils are given time to reflect on their learning and teachers' skilful questioning extends their thinking. In one outstanding Year 6 poetry lesson, pupils described their houses 'waking up in the morning', using sophisticated figurative language. Pupils were highly motivated and eager to improve their work and responded well to the teacher's challenging questioning. The above-average quality of their writing reflected the excellent progress each had made. One wrote how in her house, the 'floorboards shriek' and 'the alarm clock quivers'.
- Teachers usually set tasks in mathematics which are appropriately aimed at supporting the progress of different ability groups. As a consequence, these pupils demonstrate greater engagement and understanding. For example, in Year 6, all of the pupils were learning how to calculate the perimeter of shapes; where pupils' mathematical skills were less secure, these pupils were asked to measure the perimeter of the school's football pitch. This practical hands-on approach deepened their understanding and enjoyment of the subject. At the same time, a highly confident group was measuring more complex shapes, using one-step and two-step operations that enabled the pupils to progress at a faster rate.
- However, there are still occasions when some teachers do not use assessment information to best effect to set tasks that are well matched to pupils' different abilities and pupils do not then always make the progress they are capable of.
- Adults who support pupils in need of extra help, including disabled pupils and those who have special educational needs, are making a strong contribution to improving standards, especially in writing and mathematics, because their work is skilfully planned and they are well trained.
- Teachers regularly mark and assess pupils' work. They frequently provide useful guidance about how pupils could improve their work, but sometimes this is not responded to by pupils.

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

- All parents and staff strongly agree that behaviour in lessons and around the school is good. One parent told inspectors, 'They get it right here – being a good citizen is as important as being strong academically.' There is a good 'spirit' amongst the pupils, arising from their strong care for one another, and this contributes to their good achievement.
- Pupils are eager to learn. They demonstrate excellent social skills, working well together in pairs or small groups. However, some pupils are not sufficiently experienced at finding out things for themselves and working independently.
- They are unreservedly polite to one another and there is a strong, inclusive feeling of community in the school.
- Pupils of all ages take responsibility for their own actions. They have a good understanding of how to stay safe. Bullying is very rare and pupils' understanding of the different kinds of bullying is secure. The pupils are confident in the school's ability to deal with bullying swiftly.
- Pupils value the many opportunities to take on and, in some cases, train for important roles and responsibilities such as playground buddies, school councillors, sports leaders and other classroom monitor roles. All of these activities make a valuable contribution to improving the school and everyone's well-being.
- All staff are skilled and highly consistent in their approaches to implementing the school's behaviour policy consistently.
- Pupils are happy at school and, as a result, their attendance is now average and improving.

**The leadership and management are good**

- The headteacher is backed by a strong team of leaders, teachers and support staff who share his ambition to raise standards at the school. Almost all parents who responded to the online Parent View survey agreed that the school is well led and managed and they would recommend the school to another parent. In the words of one parent, 'The headteacher has really sharpened the academic side of the school so my child achieves well.'
- The leadership structure has recently been strengthened through new appointments and restructuring in order to secure greater consistency and accountability. Newly qualified teachers benefit from comprehensive induction procedures which enable them to develop good teaching skills quickly.
- Central to the picture of improvement is the headteacher's clear view of the school's strengths and weaknesses and his investment in the accurate assessment of pupils' achievement which is shared with the governing body and the staff. However, not all leaders make the best use of the school's assessment information to ensure that all curriculum activities, across all year groups, support rapid progress for every pupil, especially the least able pupils who struggle with reading.
- In the words of a parent, 'The curriculum is phenomenal. They have so many visitors to enrich the learning.' The curriculum provides a wide range of enrichment and cultural opportunities for high-quality learning and is successfully broadened by classes in sports, including swimming, art, music, and cultural opportunities, such as visits to a range of religious buildings and dance workshops linked to Black History Month. There is a wide range of after-school clubs, including a Paralympics sports club, which are well attended. All of these activities help to prepare pupils well for their next stage of education.
- Provision for the development of pupils' social, moral, spiritual and cultural development is good. Pupils are encouraged to celebrate the diversity of different cultures and faiths and time is made for reflection.
- Parents and carers, including those who are new to Britain, are well supported to help their children at home. Pupils who are at risk of falling behind with English and mathematics are given opportunity to attend booster classes free of charge on Saturdays and the school keeps parents very well informed about their children's progress. Pupils with English as a second language are also encouraged to attend.
- The school has continued to work in a positive way with Harrow local authority and has always welcomed the useful advice and support it receives.
- **The governance of the school:**
  - The governing body has made an effective contribution to the quality of education the school provides. The governing body knows how the school performs against national standards and pays close attention to the school's assessment and pupil performance information. Governors understand how the pupil premium funding is being used to improve the progress of those pupils entitled to it. They receive relevant training about their roles and are clear about what the school does well and where it could do better. Governors hold the headteacher to account for the school's performance and the management of its finances. They take account of the school's monitoring of the quality of teaching information, ensuring that that pay progression is linked to staff performance. Governors also encourage parents and carers to engage with the school. They make sure that safeguarding arrangements meet statutory requirements and that equal opportunities are promoted well and discrimination of any kind not tolerated.

## 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>	102223
<b>Local authority</b>	Harrow
<b>Inspection number</b>	425615

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>	535
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Pippa Lee
<b>Headteacher</b>	Andrew Griffin
<b>Date of previous school inspection</b>	2–3 October 2008
<b>Telephone number</b>	020 842 77222
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