

Vaughan Primary School

The Gardens, Vaughan Road, West Harrow, Middlesex HA1 4EL

Inspection dates

15–16 January 2019

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- The exceptional leadership overtime has created a climate of respect and high expectations that enables pupils and staff to shine and succeed. Staff morale is high.
- Governors provide effective support and challenge to senior leaders to ensure that the school continues to improve.
- The quality of teaching, learning and assessment is highly effective. Teachers are very committed to their professional development and have high expectations of their own practice. This ensures that outcomes for pupils are exceptional.
- Pupils make very strong progress and their attainment at key stages 1 and 2 is above average in reading, writing and mathematics. Pupils leave the school extremely well prepared for the next stage of their education.
- The quality of provision for pupils with special educational needs and/or disabilities (SEND) and for those who are disadvantaged is exceptional. Consequently, these pupils make excellent progress.
- The curriculum is rich, broad and engaging and meets the needs and interests of pupils exceptionally well. It is enriched by a wide range of extra-curricular activities. This contributes strongly to pupils' academic, personal and physical development.
- Children in the early years make good progress because they benefit from good-quality teaching. However, children's progress is not checked closely to ensure that those falling behind are provided with timely and effective support.
- Pupils' behaviour is impeccable. Their strong attitudes to learning have a positive impact on the high standards they achieve.
- Pupils' enjoyment in their learning is reflected by their above-average attendance and excellent punctuality.
- Pupils' spiritual, moral, social and cultural development is strongly promoted. Pupils are prepared well for life in modern Britain.
- Safeguarding takes a very high priority. Staff ensure that pupils are kept safe. Pupils said that they feel safe and well cared for in school.
- Middle leaders lead their areas of responsibility well. They provide effective support to teachers to ensure that pupils make very strong progress. However, sometimes their checks on the quality of teaching and learning in subjects other than English and mathematics lack rigour.
- The school's policy on feedback to pupils on their writing is not consistently followed. Pupils do not routinely write across the different subjects to improve their writing skills.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership and management by:
 - continuing to strengthen leadership capacity by developing middle leaders' skills in checking the quality of teaching and learning in all subjects
 - ensuring that the school's feedback policy on pupils' writing is consistently followed and pupils routinely write across all subjects to improve their writing skills.
- Improve the provision in the early years by ensuring that children's progress is closely monitored to provide swift and effective support to those falling behind.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Leaders and governors work effectively as a team and have established a culture of very high aspirations and expectations for all. They are highly committed to school improvement and have addressed the areas for improvement identified at the previous inspection. Consequently, the quality of teaching and pupils' outcomes have improved.
- The very recently appointed interim headteacher has quickly gained the support and confidence of staff and parents. Having been a member of the school's strong leadership team prior to taking up this post, she has hit the ground running.
- Leaders have ensured that self-evaluation is accurate and focuses on the main school priorities so that the school continues to improve.
- Leaders check the quality of teaching regularly and provide effective support and training for staff to ensure that there is continuous improvement. Newly qualified teachers receive strong support and advice to help them to make a positive start to their careers. Leaders have strong links with and work actively with other schools to improve, for example, the curriculum and the quality of teaching.
- Middle leaders work effectively with senior leaders to check pupils' progress to identify pupils falling behind and to target appropriate support to ensure that they make strong progress. Middle leaders know their areas of responsibility particularly well and are highly committed to school improvement. They work closely with teachers to meet the needs of pupils. However, they do not check the quality of teaching and pupils' progress equally rigorously in all subjects as they do in English and mathematics.
- The leadership of the provision for pupils with SEND is highly effective. Leaders work closely with staff, external professionals and parents to ensure that the needs of these pupils are extremely well met. Consequently, pupils with SEND make excellent progress throughout the school.
- The curriculum is broad, balanced and highly engaging and captures pupils' interests. The curriculum provides rich opportunities for pupils to deepen their knowledge and understanding. Music has a strong profile in the school and pupils have specialist teaching to help them play a wide range of musical instruments. The talented school choir performs at a number of high-profile events. There are science weeks that include visits to secondary schools and specialist teaching to challenge pupils and widen their experiences in science. The school has its own allotment for pupils to grow vegetables which they can take home. There is an extensive range of after-school clubs and activities to extend pupils' learning and experience, including in modern foreign languages, art, drama and sporting activities.
- Pupils are very well prepared for life in modern Britain. Pupils' understanding of different cultures and faiths is promoted effectively through the curriculum. Pupils develop respect for and appreciation of the diverse nature of British society. British values are fostered well through pupils learning about democracy, the rule of law and individual liberty. The school actively challenges pupils, parents or staff who express views and opinions contrary to British values, including extremist views.
- Pupils' spiritual, moral, social and cultural development (SMSC) is promoted

exceptionally well. There are audits carried out with detailed plans and a range of resources to ensure that the promotion of SMSC is interwoven into the life of the school.

- The primary physical education (PE) and sport premium is used well to provide pupils with a wide variety of sports and physical activities to keep them fit and active. There are extensive partnerships with local sports clubs and pupils take an active part in competitive sports with other schools. Pupils' participation and achievements in physical activities, including swimming, are monitored carefully to ensure that they keep fit. Specialist sport coaches are used well and work closely with staff to improve their skills in teaching PE. For example, teachers' confidence in teaching dance and gymnastics has increased.
- The additional funding for disadvantaged pupils is used effectively to ensure that they have full access to all activities offered and their needs are met. Teaching assistants act as 'pupil premium champions' to ensure that disadvantaged pupils receive the support they need. Governors hold leaders strongly to account for the effective use of this spending, including its impact on the outcomes for disadvantaged pupils.
- Parents are overwhelmingly supportive of the school. All the parents who spoke to the inspectors said that their children are happy, safe and well looked after at school. All parents agreed that behaviour is good. A very large majority of parents who responded to the online questionnaire, Parent View, would recommend the school to others. Some of the many supportive comments that parents made to describe the school included, 'outstanding', 'truly wonderful', 'excellent', 'brilliant', 'absolutely fantastic' and 'caring'.

Governance of the school

- Governance is highly effective. The governing body fulfils its statutory duties to a high standard.
- Governors have high aspirations for pupils. They are skilled and know the school's main strengths and areas for improvement very well. They complete regular, relevant training, including on safeguarding, to make sure that they are effective in their roles. Consequently, governors provide a good balance of support and challenge to school leaders.
- Governors receive detailed and regular reports from the headteacher and other leaders and routinely visit the school to check the impact of school leaders' work. Governors carry out regular checks on the school's procedures for keeping pupils safe. They scrutinise the record on recruitment of staff to ensure that it is fully compliant.
- Governors ensure that additional funding is used very effectively to meet pupils' needs and support their achievement.
- Governors have successfully overseen the school's extensive building programme and ensured the smooth running of the school throughout this turbulent period.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders, including governors, are highly committed to keeping pupils safe and have

established an exceptionally strong culture of safeguarding. They have ensured that keeping pupils safe and promoting their welfare is everyone's responsibility.

- Staff are very vigilant and mindful of the needs of pupils, particularly those who are vulnerable. There are very strong working relationships with parents and external agencies to keep pupils safe and ensure their well-being. Leaders have a good understanding of local issues within the community, including any potential issues to do with extremism.
- Leaders provide all staff with regular, up-to-date training on safeguarding and child protection to keep pupils safe. Staff are very clear and confident in knowing how to report any concerns relating to pupils' safety and welfare.
- Leaders have ensured that the school's policies and procedures relating to safeguarding and child protection are up to date and reflect the latest published guidance. Parents are made aware of the school's safeguarding procedures and can access the safeguarding policy on the school's website.
- Record-keeping in relation to safeguarding is detailed and precise, with files maintained well and fit for purpose.
- Pupils said that they feel safe. The vast majority of parents who responded to Parent View agreed that their children felt safe in school.

Quality of teaching, learning and assessment

Outstanding

- Leaders have been successful in improving the quality of teaching so that it is highly effective. A striking feature of teaching is the very strong relationships between staff and pupils. This, and the high-quality teaching, motivate and encourage pupils to achieve very well. Consequently, pupils make exceptional progress across a broad range of subjects, including English and mathematics.
- Teachers' strong subject knowledge and their close monitoring of pupils' progress are used effectively to plan learning that meets pupils' needs and interests. Teachers know individual pupils very well and have extremely high expectations of them. As a result, pupils engage in their learning very well and have extremely positive attitudes to learning.
- Reading is taught and promoted effectively throughout the school. Pupils enjoy reading and they regularly read at school and at home. Pupils are supported strongly in developing the skills that they need to read and understand texts. Phonics is taught effectively and pupils use their phonics skills very well to read difficult or unfamiliar words. Consequently, pupils make exceptional progress in reading.
- The teaching of mathematics is exceptional. Pupils learn and practise different calculation methods and teachers help them to reason and solve a variety of problems. Staff ensure that pupils routinely use the correct mathematical vocabulary. Pupils' workbooks show very good presentation of their work and they persevere when mathematical problems become tricky.
- Teachers make good use of questioning to test pupils' understanding and reinforce learning. They routinely choose a range of questions to match pupils' learning needs and pupils are keen to respond. The most able pupils are challenged through questioning and work that makes them think hard.

- Teachers are fully aware that pupils' progress in writing was not as strong as in reading or mathematics at the end of key stage 2 in 2018. There has been a great deal of focus on improving pupils' writing, including more opportunities for pupils to write at length, practise writing skills and reflect on their writing. However, the school's policy on feedback to pupils on their writing is not consistently followed. As a result, some pupils continue to make the same mistakes, including in their grammar, punctuation and spelling.
- Evidence from current work in pupils' writing books across the school shows that pupils' writing is improving markedly and they are making very strong progress. Pupils confidently write for different purposes. There is a strong focus on widening pupils' vocabulary. For example, in a Year 3 class, pupils were engrossed in discussions on how Roald Dahl could improve on his vocabulary.
- While teachers often plan writing tasks into subjects other than English, this is not yet routinely established in all subjects and classes.
- Teaching assistants support pupils' learning very well, including pupils with SEND and those who are disadvantaged. Teachers and teaching assistants pick up and address any misconceptions that pupils may have quickly. This ensures that learning moves on smoothly.
- There are rich opportunities for pupils to develop and improve their speaking and listening skills. This particularly helps pupils who speak English as an additional language to become more confident and proficient in their use of English.
- Specialist teaching in music, PE, modern foreign languages and science ensures that pupils learn and make progress exceptionally well across a wide range of subjects.
- Pupils develop their key skills in history through learning about historical periods. For example, they learn about the Great Fire of London at key stage 1. In key stage 2, they learn about ancient Greeks and compare democracies then and now. In geography, pupils develop their skills reading maps and using them to identify the United Kingdom and its counties at key stage 1. In key stage 2, pupils use their map reading skills to describe features studied and locations of countries across the world.
- In science, pupils' learning about scientific concepts is reinforced through strong emphasis on scientific enquiry and investigative work.
- Pupils receive regular and challenging homework that is appropriate for their age, in line with the school's policy. Pupils respond to their homework well and it enables them to consolidate their learning.
- An overwhelming majority of parents who responded to Parent View said that their children are taught well and make good progress at school.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Leaders ensure that pupils' welfare and well-being are given as high a priority as their academic achievement. This was acknowledged by some of the parents who spoke to

inspectors and those who responded to Parent View. The school has a particularly supportive, caring and nurturing ethos which enables pupils to flourish.

- There are strong relationships and mutual respect between staff and pupils and among pupils. Pupils interact well with each other and are self-assured and confident. They have extremely positive attitudes to their learning and are proud of their school and achievements.
- The daily breakfast club is well attended and provides a calm and welcoming atmosphere for pupils to interact and socialise. Pupils are provided with a range of stimulating activities, including drawing, reading and writing. Pupils have options to eat toast, fruit and a full range of breakfast cereals.
- Leaders and staff know individual pupils and their families very well. They work closely with parents and other agencies to ensure the safety, welfare and well-being of pupils.
- Pupils are taught well how to stay safe in a variety of situations, including when online and when crossing roads. They know how to follow correct procedures in the event of fire or lockdown.
- Pupils said that they always feel safe at school. They said that if they have any worries about their safety, a member of staff would deal with it.
- Leaders ensure that all the relevant risk assessments are carried out effectively and appropriate action is taken to reduce any potential risks. This ensures that pupils are kept safe, both in school and when on school visits.
- Pupils enjoy the opportunities they have to take on responsibilities, such as being members of the school council, sports leaders, monitors and travel ambassadors. Pupils are also involved in collecting money for charities. Through these roles, pupils develop their confidence, which prepares them well for the next stage of their education.
- Pupils are taught well about healthy eating, the importance of hygiene and how to lead healthy lives. They have access to a wide range of sporting activities and understand the importance of physical fitness.
- Pupils learn about equalities and show respect for diversity. They have a good awareness and appreciation of different cultures and religions.
- An overwhelming majority of parents who responded to Parent View, as well as all those who spoke to inspectors, said that their children are happy, safe and well looked after at school.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils are very polite, friendly and courteous. Their conduct in class and around the school is exceptional. They are highly respectful to each other, staff and visitors.
- Pupils from all backgrounds get on extremely well with each other. Pupils said that behaviour was 'really good'. They said that bullying, racism, sexism and homophobia are not issues in the school. Low-level disruption in lessons is very rare. The school's behaviour log shows very few incidents of poor behaviour.

- Pupils enjoy their learning and love coming to school. Consequently, their punctuality is very good and their attendance is high. Rates of persistent absence are very low.
- Almost all parents who responded to Parent View and all those who spoke to inspectors stated that the school makes sure that pupils are well behaved. All staff responding to the staff survey agreed that pupils' behaviour is good or better.

Outcomes for pupils

Outstanding

- Pupils' progress, including that of pupils currently at the school, is exceptional across a range of subjects, including English and mathematics.
- Pupils' strong progress across the subjects is evident in their books, work displayed around the school and the school's own progress information. Pupils said that they learn and achieve well, and their parents agree.
- Over time, the proportions of pupils who attained the expected and higher standards in reading, writing and mathematics at the end of key stage 2 are above the national average. However, pupils' progress in writing has been weaker than in mathematics and reading. In 2018, pupils' progress in mathematics was well above the national average and their progress in reading was above the national average. However, although pupils' progress in writing was above average in 2017, their overall progress in writing was average in 2018. Writing is improving and the current pupils are making very strong progress in writing. Pupils are very well equipped for the next stage of their education.
- At the end of key stage 1 in 2018, pupils' attainment at the expected and higher standards was above average in reading, writing and mathematics. Overall attainment was stronger in writing than reading and mathematics. Pupils in key stage 1 make very strong progress, given their broadly average prior attainment when they leave the Reception Year.
- Disadvantaged pupils make excellent progress. In 2018, the progress of disadvantaged pupils at the end of key stage 2 was much higher than that of other pupils nationally in reading, writing and mathematics. Their attainment was broadly in line with the national average. By the end of key stage 1, the proportions of disadvantaged pupils reaching the expected and higher standards in reading, writing and mathematics were higher than the national averages. Disadvantaged pupils receive high-quality support, including from teaching assistants, to ensure that they make strong progress.
- Pupils with SEND make equally strong progress compared to their classmates. For example, at the end of key stages 1 and 2 in 2018, pupils with SEND made progress that was above the national averages and better than that of their classmates. This is because of the excellent provision for pupils with SEND. Staff know this group of pupils particularly well and provide them with the strong support that they need to overcome any barriers to their learning.
- Lower-attaining pupils make excellent progress. This group of pupils have a range of interventions and additional support to ensure that their needs are exceptionally well met.
- The most able pupils are sufficiently challenged through staff's high expectations and work that makes them think hard. Consequently, they make very strong progress and

attain highly. In 2018, the proportion of pupils who achieved at the higher standards in reading, writing and mathematics was above national averages at the end of Year 6.

Early years provision

Good

- Children join the school with skills and abilities that are below, and sometimes well below, those typical for their age. As a result of strong support and care and good-quality teaching, children make good progress. In 2018, the proportion of children who attained a good level of development was broadly average. Children develop the skills and attributes that prepare them well for Year 1.
- Children are calm, behave well and have positive attitudes to learning. They are familiar with routines, follow instructions well and respond positively to staff's expectations. Children's good behaviour has a positive impact on the progress they make.
- Staff use questioning well to reinforce children's understanding and develop their vocabulary and language. Children in Reception, for example, responded to adults' questioning well to help them sequence instructions correctly on growing seeds.
- Children in Nursery are typically engrossed in their learning. They benefit from a supportive and stimulating environment that engages them well. Children enjoyed creating an autumn theme, making tree branches using pencil shavings and glue.
- Phonics is well taught. Children in Reception use their knowledge of the sounds that letters make to write simple words. Staff encourage children to use finger spacing between words and full stops at the end of their sentence. There is good use of praise to engage and motivate children.
- Children interact well with each other. For example, they enjoy role-playing with each other and selling 'cakes' and 'biscuits' from their 'bakery'. Children are sociable and eager to talk about their learning to staff and visitors.
- There is a good balance between children making choices about their learning and staff-led activities. The outdoor provision is used well to support the different areas of learning. Both Nursery and Reception children have access to the engaging outdoor provision, which provides children with a wide range of experiences.
- Staff work closely with parents and help them to support their children's learning at home. There is good communication with parents so that they know how well their children are learning. Parents are very positive about the work of the early years. They said that their children are safe, well cared for, taught well and make good progress.
- The small number of children with SEND and disadvantaged children are provided with good-quality support to ensure that they make good progress.
- The leadership of the early years is good. Leaders know the provision's main strengths and areas for improvement. There is a good focus on improving the quality of teaching through training and support. However, routine monitoring of children's progress, including different groups of children, across the different areas of learning is not sufficiently strong. As a result, gaps in children's learning are not always quickly picked up and addressed.
- In 2018, fewer boys and disadvantaged pupils reached a good level of development

than other groups at the end of Reception. Staff have been providing stronger support for boys and disadvantaged children and this is having a positive impact on their progress. However, currently boys are doing less well than girls in their personal, social and emotional development. Leaders are aware of this and have plans in place to address this weakness.

- Children are kept safe and their welfare needs are met effectively. Safeguarding is effective.

School details

Unique reference number	102223
Local authority	Harrow
Inspection number	10058844

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	658
Appropriate authority	The governing body
Chair	Lisa Young
Headteacher	Karen Jones
Telephone number	020 8427 7222
Website	www.vaughan.harrow.sch.uk
Email address	office@vaughan.harrow.sch.uk
Date of previous inspection	15–16 October 2013

Information about this school

- The school is a larger than average-sized primary school.
- The proportion of pupils who are supported by the pupil premium is lower than the national average.
- The proportion of minority ethnic pupils is well above the national average.
- The proportion of pupils who speak English as an additional language is well above the national average
- The proportion of pupils with SEND is similar to the national average.
- Pupils come from a wide range of ethnic backgrounds. The largest ethnic groups are from Asian or Asian British background and any other White background.
- There is a daily breakfast club which is run by the school.
- The early years consists of a part-time Nursery class and three Reception classes.

- The previous headteacher left the school at the end of December 2018. The previous deputy headteacher at the school was appointed as an interim headteacher at the beginning of January 2019.
- The school was inspected by Ofsted in March 2018, under section 8 of the Education Act. At this time, the school demonstrated strong practice and marked improvement in certain areas that may have indicated the school was improving towards becoming outstanding. The lead inspector therefore recommended that the school's next inspection was carried out under section 5 of the Education Act.

Information about this inspection

- Inspectors observed learning in all of the year groups across the school. A majority of visits took place with either the interim headteacher, the deputy headteacher or the assistant headteacher.
- Meetings were held with the headteacher, the deputy headteacher, assistant headteacher (who is also the SENCo), leader of early years, middle leaders and staff. The lead inspector met with seven governors, including the chair of governors, and reviewed documents relating to the work of the governing body. The lead inspector also held a telephone discussion with an external consultant for the school.
- The inspectors held meetings with some pupils in key stage 2 to discuss their learning and views about the school. The inspectors also heard some pupils in Years 1, 2, 3 and 6 read and discussed their reading with them.
- Inspectors observed pupils' behaviour around school, including at breaks and lunchtime. An inspector visited the breakfast club. Inspectors checked pupils' work in their books and considered their work on display in classrooms and around the school. They considered the school's own information on pupils' progress. The inspectors scrutinised pre-employment checks on all staff, and looked at pupils' attendance and behaviour records.
- Inspectors observed the school's work and looked at a range of documents, including the school's self-evaluation of its performance and its improvement plan. They reviewed records of behaviour and attendance, and information relating to safeguarding and child protection.
- Inspectors took account of 118 responses to Ofsted's online parent survey, Parent View, and 118 free-text responses from parents. Inspectors met with a number of parents of children in the early years and key stages 1 and 2 at the beginning of the first day of inspection. The inspectors also considered 66 responses to the staff survey. There were no responses to the pupil questionnaire.

Inspection team

Avtar Sherri, lead inspector	Ofsted Inspector
Amy Jackson	Ofsted Inspector
Meena Walia	Ofsted Inspector
Dawn Titus	Ofsted Inspector

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