

Inspection of Vicar's Green Primary School

Lily Gardens, Alperton, Wembley HA0 1DP

Inspection dates: 22 and 23 May 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since January 2013.

What is it like to attend this school?

Pupils thrive in this safe and welcoming school, where everyone is expected to achieve their best. Pupils achieve exceptionally well, and have a keen and genuine interest in learning. This is because the school has high academic ambitions for all pupils, including those with special educational needs and/or disabilities (SEND). All pupils benefit from the aspirational curriculum, which is enriched with purposeful and relevant wider experiences. Warm, nurturing working relationships between adults and pupils permeate the school.

Pupils' behaviour is exemplary. They listen attentively, remain highly motivated and show respect and kindness to both adults and each other. The school fosters responsibility in pupils, beginning in the early years. For instance, pupils represent their peers as part of the school council. Pupils' ideas have led to changes, such as introducing a wider choice of food options at lunchtime. Pupils take these responsibilities seriously because they know that their ideas are valued and will be implemented.

The wider curriculum offers multiple opportunities to promote pupils' independence and confidence and to help pupils become very successful learners. High aspirations for pupils' all-round development, rooted in the school values, are evident throughout the school. Pupils demonstrate these aspirations in various ways, such as participating in external competitions and working with the local food bank.

What does the school do well and what does it need to do better?

The school is sharply focused on doing everything it can to improve the life chances of all pupils. Leaders have developed a highly ambitious curriculum that is well sequenced and starts from the early years. This allows pupils to build their knowledge fluently and in depth over time. Pupils are well placed to tackle more complex ideas as they progress through the school. For example, in mathematics, older pupils can solve multi-step problems because they have a secure understanding of number and place value. Similarly, in history, children in the early years learn about the past, present and future. This foundational knowledge helps older pupils identify the causes and effects of different events. In French, pupils build their skills over time by starting with learning important common words in Year 3. By Year 6, they can confidently construct sentences using these words, for example to talk about and identify food items. Teachers routinely check that pupils have understood what they have learned. This means that any misconceptions are swiftly identified and corrected.

The curriculum is designed around books. This helps to bring subjects to life and also develops pupils' vocabulary and language. Staff have been well trained to implement the school's phonics programme. This begins as soon as children start school in Reception. Targeted sessions are provided so that pupils who are falling behind catch up quickly. A positive culture of reading exists across the school. Pupils read widely and often, enjoying visits to the school library and listening to stories.

This helps pupils to develop a real love of reading. Pupils speak with confidence and enthusiasm about their favourite books and authors.

The school is ambitious for pupils with SEND. Leaders are well trained and ensure that staff have the knowledge and skills to support pupils' additional needs. Pupils with SEND learn alongside their peers. They achieve well because learning is adapted effectively.

Pupils behave exceptionally well around the school. This is because expectations are clear and consistently applied. From the early years, children learn to show a focused attitude towards their learning. They follow routines and instructions. Staff help children grow in confidence and independence, ensuring that they are ready for Year 1.

Attendance is a high priority for the school, and leaders work closely with parents and carers to promote high attendance. This collaborative effort results in positive outcomes.

The programme for wider enrichment is extensive. Leaders carefully consider the opportunities that pupils get from school. They provide a rich and broad range of experiences through a very deliberate programme of personal development. For example, carefully planned trips and workshops include visits to London landmarks, places of worship or the opera.

Pupils' voice is actively encouraged by the school to enhance the curriculum further. This input is valued by leaders, with pupils encouraged to suggest changes. For example, pupils' suggestions have led to the school incorporating more projects on citizenship into the curriculum, such as calculating profit and loss when making pizzas. Responsibility is a key school value, and pupils are keen to take on the wealth of opportunities offered. For example, some pupils become reading ambassadors, who get to choose the monthly 'reading heroes'.

School leaders have an accurate understanding of the school's strengths and priorities. They are united in their drive and ambition to make sure that all pupils are well prepared for the next stage of their education. Staff feel extremely well supported by leaders and are proud to work at this school.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	101916
Local authority	Ealing
Inspection number	10323302
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	456
Appropriate authority	The governing body
Chair of governing body	Munir Ahmed
Headteacher	Iman Basu Roy
Website	www.vicarsgreenprimaryschool.co.uk
Dates of previous inspection	17 and 18 January 2013, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with all senior leaders, a number of teaching staff, governors and a supporting headteacher.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, history and French. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

Other subjects were also considered as part of this inspection.

- The inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for school improvement.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors took account of the views of pupils, parents and staff, as gathered through discussions and Ofsted's surveys.

Inspection team

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