

# Inspection of Wembley Primary School

East Lane, Wembley HA9 7NW

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Inspection dates:	12 and 13 November 2024
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils are safe and happy at school. They enjoy playing in the extensive playground and nature garden with their friends. The school celebrates pupils' similarities and what makes them unique through the curriculum and carefully planned events. Pupils know how to stay safe and are clear about who their trusted adults are.

Pupils, including those with special educational needs and/or disabilities (SEND), benefit from the wider offer at the school. Regular visits enhance the curriculum. Pupils have access to a range of clubs, including 'Bollywood', film making and football. The school provides additional opportunities for pupil voice through the school council, Year 6 ambassadors and 'well-being wizards'. Pupils make a positive contribution to their community and beyond, including through fundraising for local, national and international charities.

The school has high expectations for pupils to be independent and curious learners. As a result, pupils behave excellently, and lessons are rarely disrupted. Pupils' successes are reflected in the work they produce, including in national assessments at the end of their time at the school.

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

The school's curriculum is broad and in line with what pupils should learn nationally. Leaders have set out precisely what they want pupils to learn so they build their understanding well over time. For example, in geography, children in early years begin to understand the world around them by locating their homes on a class map. Children have opportunities to visit the local parks and religious sites so they can complete simple maps of their local community. Pupils in Year 1 build on this when learning about the four nations and capital cities that make up the UK. By the end of key stage 2, pupils are able to compare European and Latin American countries with increasing success.

Children in early years are happy, eager to join in and demonstrate high levels of perseverance. Children have plenty of opportunities to develop their understanding, creativity and curiosity during the school day, through both indoor and outdoor activities. Staff interact with children positively, modelling and extending language through their interactions. Stories are at the heart of the curriculum. For example, teachers spend time immersing children in the reading of 'The Three Little Pigs'. Children then independently role play, build houses using toy bricks and create pig paintings using the examples teachers have shared with them. Children are developing high levels of concentration and are well prepared for the next stage of their learning.

The school places a great emphasis on reading. Children start learning to read as soon as they start school. Books are well matched to the sounds pupils are learning. Staff receive the appropriate training to help them identify gaps in pupils' understanding and address these swiftly. Parents and carers are invited to 'stay and read' sessions. Online resources are provided in a range of home languages to support them. The reading curriculum is planned so pupils become fluent and confident readers over their time at school. Leaders

take effective action to support pupils to catch up in their reading when they are behind their peers.

Pupils with SEND are identified, and timely action is taken to help them at the school. Resources are provided to adapt activities to meet the needs of pupils with SEND when needed. The school places a strong emphasis on vocabulary and language development. Appropriate training is provided for staff. Leaders engage well with external partners to give pupils extra support when this is required.

In some subjects, including personal, social and health education (PSHE), pupils are not consistently secure in the ideas they have learned. This means that, at times, pupils, including those with SEND, do not have the knowledge needed to be securely prepared for the new content they are learning.

Pupils behave impeccably, demonstrating exemplary manners. They are courteous to each other. Bullying incidents are rare, and pupils know how to raise concerns if they need to. The school has a focus on positive behaviour, for example, through a weekly celebration assembly. This means pupils are eager to come to school regularly, learn and support their friends to reach their goals.

Pupils' wider personal development is carefully considered. Pupils develop their understanding of different religious and non-religious views through lessons, discussions and visits to local venues. Regular assemblies and events help to remind pupils of important ideas such as celebrating differences.

Staff, including those new to teaching, feel well supported in their roles. This supports high levels of retention. There is a common sense of unity and purpose, which benefits pupils. Those responsible for governance are informed of the work of the school and fulfil their statutory duties. Leaders work with parents and the community to continue to improve the quality of education pupils receive.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In some curriculum subjects, including PSHE, pupils are not secure in the key concepts and vocabulary they have learned before they are introduced to new ideas. This means that, at times, pupils do not have the prior knowledge needed to access new content fully and deepen their understanding. The school should continue to provide training to help staff adapt their teaching in response to pupils' developing understanding across the curriculum.

## 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

<b>Unique reference number</b>	130095
<b>Local authority</b>	Brent
<b>Inspection number</b>	10345863
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	820
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Dharmic Meggi (Co-Chair) Ingrid Yarde (Co-Chair)
<b>Headteacher</b>	Annmarie Taylor-Kent Rob Fenton (Executive Headteacher)
<b>Website</b>	<a href="http://www.wembleyprimary.co.uk">www.wembleyprimary.co.uk</a>
<b>Dates of previous inspection</b>	18 and 19 September 2019, under section 8 of the Education Act 2005.

## Information about this school

- Wembley Primary School is part of the Wembley Schools Federation. The executive headteacher is responsible for both schools in the federation.
- In July 2024, the school closed its nursery. At the time of the inspection, the school had no children on roll in the nursery.
- The school currently does not use any alternative provision.
- The school runs its own breakfast and after-school clubs.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the headteacher, senior leaders, teachers and support staff. The lead inspector met with a group of governors, including the chair of the governing body. She also spoke with the local authority school improvement partner.
- The inspectors carried out deep dives in these subjects: reading, geography, computing and mathematics. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work. The inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record of pre-employment checks; 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 scrutinised a range of documentation provided by leaders, including their priorities for improvement.
- The inspectors considered the views of parents, pupils and staff through discussions and their responses to Ofsted’s online surveys.

### **Inspection team**

Matea Marcinko, lead inspector	His Majesty’s Inspector
Allan McLean	Ofsted Inspector
David Bryant	Ofsted Inspector
Nell Nicholson	Ofsted Inspector

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Piccadilly Gate  
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