



# Vaughan Nursery First and Middle School

Inspection Report

**Unique Reference Number** 102223  
**LEA** Harrow LEA  
**Inspection number** 276677  
**Inspection dates** 19 January 2006 to 20 January 2006  
**Reporting inspector** Steven Hill AI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Middle deemed primary	<b>School address</b>	Vaughan Road
<b>School category</b>	Community		West Harrow
<b>Age range of pupils</b>	3 to 12		Harrow HA1 4EL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02084277222
<b>Number on roll</b>	517	<b>Fax number</b>	02084278272
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Dermot Ranaghan
<b>Date of previous inspection</b>	20 March 2000	<b>Headteacher</b>	Mrs Sheila Carnan

<b>Age group</b> 3 to 12	<b>Inspection dates</b> 19 January 2006 - 20 January 2006	<b>Inspection number</b> 276677
-----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

This is a very large school that serves a mixed area of West Harrow. Pupils come from a broad range of social circumstances and different ethnic backgrounds, the most common heritages being White British, Indian, Other Asian, and Black African. Almost half the pupils are bilingual, but only a few are at the early stages of learning English. Social circumstances are broadly average. Pupils' attainment when they start in nursery varies widely, but is slightly below average overall. The school runs an after-school club each evening for 30 pupils.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

The school believes that it is effective and inspectors agree. This is a good school that provides good value for money. Achievement is good and pupils' personal development is outstanding. This is because of good teaching, a good curriculum and outstanding provision for pupils' care, support and guidance. Provision is good in the Foundation Stage and children achieve well, so that most reach the expected standards by the time they leave reception. Achievement in the rest of the school has improved and is now also good. Teaching is good overall and pupils respond well to the interesting and varied work they are given. Occasionally, teachers are not entirely secure in their knowledge of a particular subject, and set tasks that are too easy or too difficult. The school is a harmonious community where boys and girls from different ethnic groups work and play together happily. Pupils enjoy their lessons, and participate enthusiastically in the wide range of extra-curricular activities. Behaviour is good. The school takes very good care of its pupils, and makes particularly good provision for those who have particular problems or are vulnerable. The curriculum is good. However, pupils do not have enough opportunities to use information and communication technology (ICT) in other subjects. The positive ethos, which pervades the school, continues seamlessly in the after-school club. Clear leadership and well-organised management systems help the school to maintain its strengths and to address any weaknesses. This has helped it to improve since the last inspection and leaves it well placed to improve further. There are very clear procedures to give a secure overview of the progress of individuals and year-groups in English, mathematics and science, which are used effectively to make improvements. However, similar procedures are not in place in other subjects, notably in ICT, to give an overview of how pupils are achieving.

### What the school should do to improve further

\* Give pupils more chance to use ICT in other subjects and improve assessment procedures, to give a better overview of how pupils are doing.\* Improve teachers' subject knowledge where this is needed, particularly in matching work more closely to pupils' needs.

## Achievement and standards

### Grade: 2

Children come into the nursery with standards that are slightly below average. They achieve well and most meet the early learning goals by the time they go into Year 1. Pupils do well in Years 1 and 2, reaching above-average standards by the end of Year 2. Progress is now good overall from Years 3 to 7, particularly for the older pupils. Standards of pupils now in Year 7 are average. These pupils have achieved well over the last three years to overcome their earlier slow progress, when there were extensive staffing problems. Boys and girls of all abilities, and those from different ethnic groups, make similarly good progress. In most classes, standards are above average. In most

years, pupils meet the challenging targets that are set for them. However, last year in mathematics some Year 6 pupils fell short of the levels they were expected to reach, particularly in data handling.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being are outstanding. A notable strength is pupils' spiritual, social and moral development. Excellent assemblies help to raise pupils' awareness of moral issues, and relationships between pupils and with adults are good. The school is rightly proud of the harmonious way in which pupils from different cultures respect and show interest in one another. For instance, the school has raised substantial sums to support a family made homeless through the earthquake in Pakistan. Pupils' contribution to the community is good. They are polite and courteous to visitors and they play their part in creating a friendly, welcoming atmosphere in the school. Participation in extra-curricular, cultural and sporting activities is very high. For instance, almost half of the pupils are learning to play a musical instrument outside of normal lessons. Pupils have positive attitudes, thoroughly enjoy school and try to adopt healthy life styles. The school council is effective and has contributed to the debate that led to healthier school lunches. Pupils speak very warmly of the school and one said 'all the teachers are fun and make the lessons interesting'. Attendance is satisfactory, a significant improvement since the last inspection. There is very little bullying and what there is, is dealt with quickly and sensitively. Behaviour in classes and around the school is good. Consequently, pupils feel safe and lessons are not disrupted enabling pupils to make good progress. Year 7 pupils are well prepared for their transfer to high school. Their good basic skills, positive attitudes and abilities in working together leave them well placed for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching is generally good. Teachers plan lessons thoughtfully and with imagination. The wide range of interesting activities and the lively way they present them engage pupils' interest and enthusiasm, so they try hard and make good progress. Teachers develop pupils' collaborative skills well through work in pairs or small groups. Classroom management is effective. Well-established routines and strong relationships support positive attitudes and behaviour. Teachers try hard to match work to the needs of different pupils, and usually do this successfully. Occasionally, teachers are not entirely secure in their knowledge of, for example, mathematics or science and set tasks that are too easy or too hard.

## **Curriculum and other activities**

### **Grade: 2**

Pupils enjoy the broad and interesting range of work they do from the time they enter the school. The curriculum meets their needs well. A variety of stimulating activities in the Foundation Stage helps the youngest children to enjoy learning. Throughout the school, there is an appropriate balance between English, mathematics and the wider range subjects like music or physical education. French is taught effectively in Year 7. A well planned programme of 'circle times' and thoughtful assemblies help to develop pupils' personal, social and emotional skills. The school provides a very good range of extra-curricular activities that pupils enjoy and which contribute to their progress. There is a successful homework club, and other clubs effectively encourage sporting and musical interests. Visitors and local visits add interest and richness to the curriculum and contribute well to pupils' spiritual, moral, social and cultural development. For example, older people from the local community describe life during World War 2 to pupils in Year 3. The school organises regular residential visits that deepen pupils' understanding of different subjects, encourage their independence and prepare them well for the next phase of their education.

## **Care, guidance and support**

### **Grade: 1**

Staff are very committed to their pupils and give them outstanding care and support. The school has a very good knowledge of the circumstances and needs of vulnerable children. Exemplary records show that the school works very well with other agencies and parents or carers to ensure that these pupils receive the support they need. The school benefits from a large number of assistants who support pupils with learning difficulties well. Pupils whose home language is not English also receive effective help. This enables them to improve their English and so do better in other subjects as well. Pupils are very positive about being able to share their problems with adults or with classmates through discussions in 'circle time'. This means that many issues are resolved before they become too serious. Child protection procedures are robust and arrangements for safeguarding pupils are good. Guidance given to pupils is good. In English, mathematics and science they have a good knowledge of how well they are doing and what they need to do to improve further.

## **Leadership and management**

### **Grade: 2**

The headteacher and senior managers give clear leadership to the school and get good support from a knowledgeable and active governing body. The school has good self-assessment procedures, which give an accurate picture of strengths and weaknesses. Parents and pupils are consulted about issues in school and due note is taken of their views. The school has a clear view of how individual pupils are getting on, and of the overall picture of achievement in English, mathematics and science. This is because of careful analysis of assessments, backed up by regular monitoring

of lessons. However, in ICT systems are not as clear and do not give an adequate overview. The school's good systems of self-assessment and its willingness to tackle any issues have led to good improvement since the last inspection, in improved behaviour and attendance, for example. Where issues are identified, effective action is taken to bring about improvements. For example, the disappointing results for some Year 6 pupils in mathematics last year are being tackled robustly, partly through the help of specialists from a local secondary school. The school is well placed to improve further. The high priority given by the governors and the leadership team to care and pastoral support is very effective, resulting in a thriving community where pupils' personal development is outstanding.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for all your help when we inspected your school. We enjoyed the time we spent talking to you and watching you in lessons, around school and in the playground. You told us that you really enjoyed school and we could see why: it is a good school. These are the main things we found out.

You get on well with each other and with the staff. Your behaviour is good and you work hard. The adults in school look after you very well and keep a close track on how you are doing, particularly in English, maths and science. They do not keep quite such a careful eye on your progress in other subjects such as ICT, but they are planning to change this. You do good work in all subjects, although you don't always use computers enough to help you learn. The school has a wide range of interesting things for you to do, such as the clubs you can attend after school. Lots of you join these and enjoy them. You help the school to make improvements when you give your views through the school council. You learn a lot because your teachers are good at giving you interesting things to do. They keep you busy in lessons and usually make sure that you get work that is just hard enough for you to cope with. They are good at explaining things to you, so you can understand what is happening. Very occasionally, some children get confused in lessons when the teacher hasn't explained things quite so well.

For your school to get even better, you need to make more use computers in different subjects, and teachers need to keep a careful track of how you get on with ICT. Teachers also need to carry on finding out more about different subjects, so that their lessons are even more successful. Thanks again for all your help.