

# Vaughan Nursery First and Middle School

## Inspection report

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<b>Unique Reference Number</b>	102223
<b>Local Authority</b>	Harrow
<b>Inspection number</b>	323604
<b>Inspection dates</b>	2–3 October 2008
<b>Reporting inspector</b>	Maria Coles

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Middle deemed primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–12
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	516
Government funded early education provision for children aged 3 to the end of the EYFS	110
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs K Rundle
<b>Headteacher</b>	Mrs S Carnan
<b>Date of previous school inspection</b>	19 January 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Vaughan Road West Harrow Harrow HA1 4EL

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<b>Age group</b>	3–12
<b>Inspection dates</b>	2–3 October 2008
<b>Inspection number</b>	323604

**Telephone number**  
**Fax number**

020 8427 7222  
020 8427 8272

<b>Age group</b>	3-12
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average school serving a diverse area of West London. The number of pupils for whom English is an additional language is well above the national average, and has increased since the last inspection. The proportion of pupils eligible for free school meals is in line with the national average. The numbers of pupils with learning difficulties and/or disabilities is double the national figure with a high number with statements of special educational needs. The school has achieved the Healthy Schools, Activemark and Basic Skills awards. There is Early Years Foundation Stage (EYFS) provision for over 50 children, a breakfast club and after school club for pupils aged 4-12 years old. There is Early Years Foundation Stage provision (EYFS) for pupils in the Nursery and Reception classes.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Vaughan Nursery First and Middle School is a good school. The overwhelming majority of parents are pleased with the education their children are receiving. As one commented, 'The school is caring and nurturing and places real emphasis on life values and respect for each other. The ethos of educating the whole child is taken very seriously.' This is reflected in the excellent care and pastoral guidance that pupils and their families receive. Pupils feel very safe and enjoy everything that the school has to offer. They have positive attitudes to learning and their behaviour is excellent. Older pupils value the opportunities they are given to look after younger pupils. Pupils' very good work ethic and good basic skills prepare them well for secondary school. Consequently, pupils' personal development and well-being are outstanding. The high priority the school gives to its families is illustrated by its provision of a breakfast and after school club, which provide high quality care to the pupils who attend them.

By the end of Year 7, achievement is good, given pupils' low starting points in the Nursery, but is not always consistent throughout the school. Most pupils make satisfactory progress up to the end of Year 2, although those who are capable of achieving higher levels of attainment do not always do as well as they could. By the end of Year 7, progress rates have accelerated for all pupils and are good, particularly in English and mathematics. Progress in science, although satisfactory, is slower because pupils lack sufficient opportunities to develop investigative skills. Teaching is good overall, although there is some variation in the quality of teaching and in teachers' marking of pupils' work. Pupils make better progress in the lessons where teachers have matched work well to pupils' varying abilities. Here, appropriate support for the less able and sufficient challenge for the more able help pupils of all abilities to do well. Similarly, where teachers' marking not only offers praise, but also identifies next steps in learning, pupils are more knowledgeable about what to do next to accelerate their progress.

The curriculum in the Early Years Foundation Stage is appropriately stimulating and ensures that children make a good start to school life. Across the school, the curriculum is good and provides pupils with an extensive and excellent range of enrichment activities which develop their skills and interests, and increase their enjoyment. The wide range of sporting activities contributes to pupils' excellent awareness of the importance of a healthy lifestyle.

Good leadership and management have built on the school's existing strengths, and established the support and commitment of a staff team who work extremely well together. The headteacher has drawn very effectively on the expertise of the newly expanded senior management team and the knowledgeable and committed governing body. Areas of underachievement have been clearly identified and are being tackled by subject coordinators, who are working alongside staff. For example, writing standards have improved in both key stages because teachers ensure that all pupils regularly undertake extended pieces of writing.

All issues from the last inspection have been addressed and the school is demonstrating good capacity to improve still further, as shown by the rigour of systems in place to identify and address weaknesses.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children get off to a good start in the EYFS. They enter the Nursery class with levels of knowledge and skills that are below that expected for their age particularly in the areas of

communication, language and literacy, personal, social and emotional development, and numeracy. Children improve their skills because of the good teaching and the stimulating learning environment. They make good progress through their time in EYFS, although their skills are still below the expected level by the end of Reception. Children's personal development is outstanding and contributes to their good progress and social development. All children work and play together harmoniously. Children are well supported in their learning and development within a safe and secure, well-resourced environment. Both adult-led and independent activities are planned well to meet the needs of all abilities. Support staff work well with individuals and groups of pupils. Assessment of children's progress is carried out methodically and provides a good overview of their development and social needs. The EYFS provision is led and managed well. Children's welfare is a high priority and robust arrangements are in place for their safeguarding. There are good procedures to support children entering Nursery, Reception and then moving into Year 1. EYFS children start attending the after school club after the autumn half term when they attend full-time school. The club provides well for these children. Currently there are six on the register. The flexible systems of planning successfully involve the staff at the club, children and their parents, and ensure that all children enjoy their time at the provision and make good progress.

### **What the school should do to improve further**

- Increase the challenge for more able pupils in Key Stage 1 and accelerate the progress made by Key Stage 2 pupils in science.
- Eliminate inconsistencies in teaching, including the marking of pupils' work.

## **Achievement and standards**

### **Grade: 2**

By the end of Year 2, standards are broadly average in writing and mathematics but below average in reading. Progress is satisfactory for most pupils, except those capable of reaching higher levels of attainment. Progress accelerates in Key Stage 2 and is good overall, so that by the time they leave after Year 7, pupils reach standards that are above expectations in English and mathematics and broadly average in science. Recent improvements in the science curriculum including more scope for experimental work are beginning to have an impact on improvements in teaching and learning although it is too early to see this demonstrated in pupil's work. Those with learning difficulties, approximately a third of the school roll, make good progress overall. The pupils with behavioural, emotional and social difficulties are supported and mentored well; consequently they demonstrate positive behaviour and participate well in lessons. Those with speech and language difficulties benefit from the services of specialists who help them to overcome their difficulties and contribute confidently in lessons. The fourteen pupils with statements of educational need and those with English as an additional language are well supported by teaching assistants who help them to make good progress in relation to their peers.

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

### **Grade: 1**

Pupils' spiritual, moral, social and cultural development is outstanding. This extends from their pride in their own cultural identities where variations within the different traditions and faiths are very well respected. Pupils understand the differences between right and wrong and show a willingness to take responsibility and support others. Older pupils support their peers and

help deal with bullying, while others conscientiously 'buddy' the younger children. Pupils take their charitable contributions to sponsor children less fortunate than themselves very seriously. They show high levels of responsibility for their own learning and behaviour is excellent. They make a good contribution to the school and the wider community, through their music, creative arts and performances. Pupils thoroughly enjoy school and feel safe there, as demonstrated by their comments to inspectors and their determination to achieve. Attendance levels are similar to most schools. They are well prepared for the next stage of their education. As one parent writes, 'Vaughan School has my children's best interests at heart.'

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Good teaching enables pupils to achieve at an accelerated rate in Key Stage 2. In the good and outstanding lessons observed during the inspection, the less able and those with learning difficulties and disabilities make good progress because teaching and support are well matched to their needs. The more able in Key Stage 2 are extended in their learning through appropriately challenging teaching and tasks. This has not always been a feature in Key Stage 1. Past planning demonstrates that activities and tasks have not been well matched to the abilities of the more able, which has contributed, to the previous lack of progress by these pupils. This is now being rigorously addressed. In many better lessons, there is a good use of information and communication technology (ICT) to maintain pupils' interest. Good use of teaching assistants, not only to support the less able, but also to extend the more able, ensures that all pupils benefit from extra adult support. Consequently, all pupils achieve well in these lessons. Where teaching does not build on previous learning and there is insufficient challenge, progress is limited.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good and provides well-planned and relevant opportunities that stimulate pupils' interest and imagination. The school monitors its provision well. This is currently under review in light of current standards, so that it meets the needs of different groups of pupils more effectively. It is responsive to the changing numeracy and literacy needs of pupils and is currently making changes to accommodate these. Physical education and music are particular strengths with many opportunities for all pupils to develop their talents. The school provides French from Years 4 to 7, and most pupils enjoy this. Provision for ICT is effective. The interactive whiteboards are used well in most lessons. The curriculum is modified very well to take account of the needs of the less able and those with learning difficulties and/or disabilities. Curriculum planning pays appropriate attention to pupils' personal, social and health education. A good range of popular clubs and activities offer additional opportunities for pupils to develop their creative and social skills. Themed weeks, for example 'health education' and 'world in school' further enliven pupils' learning.

### **Care, guidance and support**

#### **Grade: 2**

The pastoral care of pupils is very strong, and is highly appreciated by parents and pupils. Risk assessments are carried out for appropriate activities and are increasingly detailed. There are

excellent systems for managing behaviour with valuable support provided by learning mentors and a school counsellor. Pupils with learning difficulties and disabilities and those who are new to learning English receive additional help, which helps them to settle in well and achieve as well as they can. All requirements for safeguarding pupils are well adhered to. Staff at the after school club create a safe and welcoming environment and are very skilled at making sure that all children benefit from the stimulating range of activities on offer. Both younger children and older pupils have equal access to all available opportunities. Academic guidance in terms of teachers' marking is used inconsistently to inform pupils of what to do next to improve their learning.

## **Leadership and management**

### **Grade: 2**

The headteacher has a clear vision for the further development of the school, which is shared by staff and governors. The newly expanded senior management team welcome their involvement in the strategic leadership of the school and play an increasing role in raising achievement. Systems for monitoring the impact of the school's work are becoming more rigorous. The tracking of pupils' progress at whole school level is being used more effectively to identify underachievement and to set realistic targets for improvement. New subject leaders are energetic in their roles and have a clear understanding of the strengths and weaknesses in their subject areas. They have put in place many strategies for improvement such as increased opportunities for pupils to use and apply knowledge and skills in science and mathematics. However, it is too early to see any demonstrable impact of their work on standards and progress in all subjects. Governors offer a good balance of support and challenge to school leaders. The after school club is well led and managed. The play leader works closely with the headteacher and staff to improve the quality of experiences that children receive.



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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

16 October 2008

Dear Pupils

Inspection of Vaughan Nursery First and Middle School, Harrow, HA1 4EL

Thank you for making us so welcome when we visited your school. We enjoyed talking to you and observing you at work and at play. We think your school is a good school that provides many opportunities for you to do well. We were impressed with your behaviour and understanding of how to live healthily. We know that you enjoy school and that many of you do well but that some of you could do better. We would like you to work together with Mrs Carnan and your teachers to make sure you are always doing your best so that you can achieve as well as you can. We would like your teachers to make sure that they:

- give older pupils plenty of opportunities to develop their science skills through investigation and experiments
- provide younger, more able pupils, with work that is not too easy so that they can be challenged in their learning
- write some useful comments when they mark your work so that you know what you have to do next time to improve.

Of course, you will have to read them and do what they ask you and that way you will all make better progress.

We wish you all the best in the future.

Yours sincerely

Maria Coles

Lead Inspector