

# Vicars Green Primary School

Lily Gardens, Wembley, HA0 1DP

**Inspection dates** 17–18 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The management of the school is very strong. All leaders, including the headteacher and senior staff, are highly effective. They are well supported by the governing body.
- From their starting points, children make excellent progress in both English and mathematics. Pupils' writing is a particular strength of the school.
- Outstanding teaching over time ensures that pupils are able to learn very well. Lessons are carefully planned and delivered to ensure that teaching takes into account all pupils' learning needs. It also makes sure that pupils are always ready to learn and enjoy school.
- The behaviour of pupils is outstanding, both in lessons and around the school. Pupils support each other well and respect each other's backgrounds. They believe that the school is a very safe place and that it cares for their needs very well.
- In lessons, teachers make sure that pupils understand their work and are able to make rapid progress. However, pupils' understanding of what they need to do next to improve is better in English than in mathematics.
- Spiritual, moral, social and cultural development is very strong. Pupils from a range of different backgrounds are able to celebrate their cultures and to learn from each other. They are also given opportunities to enhance their social skills, gain moral values and understand different religions and cultures.
- The very high number of pupils who speak English as an additional language, together with pupils who enter the school at different points in their education, receive very high-quality support and make outstanding progress.
- The range of subjects and activities is imaginatively planned and has been carefully reviewed to match pupils' needs and interests. A strong feature is the teaching of communication skills to help pupils to learn English, particularly those for whom English is an additional language.

## Information about this inspection

- Inspectors observed 21 lessons, of which 12 were joint observations with the headteacher and senior managers. They also observed registration, an assembly, start of school, breaktime, lunchtime and the breakfast club.
- Inspectors analysed a range of data including the school’s own data. They also examined a range of documentation.
- Meetings were held with staff, pupils, the Chair of the Governing Body and a representative from the local authority.
- Inspectors listened to a range of pupils read.
- Inspectors took into account the 11 responses to the online Parent View questionnaire as well as those from the school’s own parental survey. They also analysed and considered 26 questionnaires completed by staff.

## Inspection team

Michael Merva, Lead inspector

Additional inspector

Najoud Ensaff

Additional inspector

Selina Sharpe

Additional inspector

## Full report

### Information about this school

- This is a smaller-than-average-sized primary school, but numbers on roll are increasing.
- The proportion of pupils that come from a range of minority ethnic groups is well above average, the largest being Other Asian heritage.
- A well-above-average proportion of pupils speak English as an additional language.
- The number of pupils known to be eligible for support through the pupil premium (additional funding provided by the government) is below average.
- The proportion of pupils supported at school action is below average. The proportion supported at school action plus, or with a statement of special educational needs, is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast club every weekday, and a range of clubs during the school day and after school. There is no alternative provision linked to the school.

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

- Further raise attainment in mathematics to match that in English by ensuring that all pupils are very clear about their next steps in learning in mathematics.

## Inspection judgements

### The achievement of pupils

### is outstanding

- By the end of Year 6, all pupils, including those from minority ethnic backgrounds and those who speak English as an additional language, make outstanding progress. Pupils' national test results in English and mathematics are above average.
- In the Early Years Foundation Stage, children enter the Nursery with skills that are generally below those expected for their age. High proportions of children do not speak English on entry to the school and are well supported to help them learn the language. As a result, they leave the Early Years Foundation Stage with skills that are broadly average for their age.
- Pupils read well. They have a very good understanding of letters and sounds, and use these skills to learn new and more difficult words, supported by strong teaching. In reading sessions, pupils demonstrated confidence and read with expression. Pupils enjoy reading and make outstanding progress by the end of Key Stage 2.
- The large numbers of pupils who speak English as an additional language make outstanding progress due to high-quality support, carefully designed activities and excellent home/school links. The small number of disabled pupils and those with special educational needs, and those who join the school part way through their education, are very well supported and make strong progress.
- The funding provided by the pupil premium is well used to give very effective extra support, especially through the use of additional adults. The impact of this work is checked carefully. As a result, the pupils receiving this support make outstanding progress.
- School displays reflect the very high standard of pupils' work. In one example, pupils' written work used very sophisticated language and style on themes such as the Spanish Civil War and the meaning of life.

### The quality of teaching

### is outstanding

- The quality of teaching over time is outstanding, as reflected in pupils' excellent achievement. It is carefully structured to support the range of individual pupils' needs and especially the large proportion of pupils who speak English as an additional language.
- Lessons are made interesting and engaging. In a Year 3 mathematics lesson on odd and even numbers, inspiring delivery ensured full engagement. Imaginative use was made of the learning environment and specialist vocabulary was well reinforced. Progress was closely assessed at relevant points to make sure pupils were on track with their learning. As a result, pupils made rapid progress.
- Time is used very effectively. Lessons are thoroughly planned to ensure that activities are carefully structured to ensure full engagement and to allow learning to be checked before moving on.
- Work is always carefully matched to all pupils' needs and reflects teachers' high expectations. For example, in an English lesson, written activities were precisely devised to permit all pupils, whatever their ability levels, to access the topic. The result was full engagement and outstanding progress.
- Assessment in lessons is of a very high standard. Teachers use questioning very effectively. This results in pupils being aware of what they need to do and how to move on. They understand their targets and how to achieve them. Marking is very strong in English, but slightly less effective in mathematics with pupils not always being fully aware of the precise next steps they need to take.
- Additional adults are used well. They provide carefully focused and well-planned support to identified pupils. Their support for pupils who speak English as an additional language is particularly effective. For example, the modelling of expressive language in the Nursery helped children to access new vocabulary very quickly. Social engagement is promoted well by staff and

is a very strong feature of lessons. Pupils work extremely well together and demonstrate outstanding relationships across gender and ethnic groups.

### **The behaviour and safety of pupils** are outstanding

- Pupils readily help each other to learn and display outstanding behaviour. They always engage very positively in their work and have excellent attitudes to learning. As a result, relationships are outstanding.
- Questionnaires indicate that parents and carers believe, rightly, that behaviour is of a very high standard and that their children are well cared for in a supportive and safe environment.
- Pupils' behaviour around the school is excellent. Pupils are friendly, welcoming and courteous. They speak very positively about their school. Pupils say behaviour is very good and they are well supported by teachers. They take responsibility for their own behaviour, for example through the use of peer support known as 'playground friends'. They feel very safe at school and know where to go to find help. Assemblies and work on themes such as drugs awareness, together with clubs such as bike safety, support aspects of their personal development and well-being.
- Pupils understand what bullying is and how to recognise it. They have an excellent understanding of the dangers of cyber-bullying. They believe that bullying in the school is rare and is dealt with effectively when it occurs.
- The breakfast club allows pupils to start the day well in a very welcoming and supportive environment. It has helped improve attendance and the induction of new pupils.
- Attendance has improved since the last inspection and is above average. This is largely as a result of the school raising parents' awareness about the importance of regular attendance to their child's education. The school also celebrates high attendance in assemblies, newsletters and on the school website.

### **The leadership and management** are outstanding

- The headteacher and senior leaders provide very clear and effective leadership. They regularly and thoroughly evaluate the work of the school. Their analysis of data is particularly robust, enabling them to track very carefully the progress and needs of individual pupils. They nurture and empower other school leaders to take responsibility for their areas and participate in whole-school checking, including in monitoring the quality of teaching.
- The quality of teaching is very carefully checked. A range of strategies, including informal short visits to classrooms, half-termly formal lesson observations and the use of support documentation, ensures that the quality of teaching is high. There are good links between these strategies and performance management, with training opportunities being provided for staff as needed.
- The school fully engages parents and carers, for example through induction programmes and parent workshops, to help bring parents and carers from all communities into the life of the school. Parents and carers are invited in to meet teachers at the start of the school year to explain how the school plans pupils' learning, including homework. Effective strategies help ensure that consultation evenings are very well attended, including efforts to engage hard-to-reach parents and carers.
- The school's range of subjects and activities is very carefully planned and imaginatively delivered. There is a strong focus on literacy to support the achievement of all pupils, including those who speak English as an additional language. The success of this is seen in the pupils' outstanding achievement and the quality of their work.
- The Early Years Foundation Stage is very effectively managed to make sure that children make rapid progress. Children's learning needs are carefully identified and work is tailored for them.
- There is a very wide range of activities to enrich pupils' learning. These include a wide variety of

clubs such as science, various languages, football, road safety and homework. Visits to a range of museums and art galleries are used to enhance the curriculum. Visitors to the school include a mobile zoo to help supplement pupils' understanding and engagement.

- The promotion of social, moral, spiritual and cultural development is outstanding. For example, pupils have the opportunity in lessons to reflect on a range of moral and social issues. In a Year 5 lesson, pupils responded maturely and sensibly when asked to consider the importance of water to different parts of the world.
- Safeguarding meets statutory requirements. Staff are well trained and have a strong awareness about child protection procedures.
- A very comprehensive range of policies are in place which are regularly reviewed and updated. They make sure that pupils are safe and behave and learn well.
- The local authority provides light-touch support to this very effective school. Since the last inspection, the school has fully dealt with its area for development. Carefully planned strategies and support for writing across the curriculum have resulted in improved achievement, as seen in results and the quality of pupils' work.

■ **The governance of the school:**

- Through long experience, members of the governing body have a very clear and accurate understanding of the school, including its performance when compared to other schools. They are aware of its strengths, especially in relation to the progress made by pupils who speak English as an additional language. They carefully monitor teaching and the performance of staff and ensure that pay rewards reflect high-quality work. They ensure that safeguarding meets statutory requirements, and they are trained in a range of relevant areas such as safer recruitment. The procedures for risk assessment and health and safety are robust. Governors thoroughly scrutinise the school's finances to make sure resources are well used to support pupils' learning, including holding the school to account for how well they use additional money such as pupil premium and the impact of this to help close any gaps with pupils nationally. The governors have a regular programme of training which they determine at each governing body meeting.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	101916
<b>Local authority</b>	Ealing
<b>Inspection number</b>	402868

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	279
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Munir Ahmed
<b>Headteacher</b>	Mary Sergides
<b>Date of previous school inspection</b>	17–18 June 2008
<b>Telephone number</b>	020 8997 6734
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