

Inspection of an outstanding school: Vaughan Primary School

The Gardens, Vaughan Road, West Harrow, Harrow, Middlesex HA1 4EL

Inspection dates:

19 and 20 March 2024

Outcome

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

The ethos at Vaughan, to prepare pupils for a happy future, is realised as soon as you enter. Pupils are rightly proud of their school and their behaviour is exemplary. This is because there are clear routines in place that are consistently applied. Relationships are strong and respectful. Pupils trust adults to help and to listen to them. As a result, pupils feel secure and are kept safe.

The school is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). The curriculum is broad and ambitious and, in most subjects, well-designed. This supports pupils to deepen their knowledge and typically prepares them well for the next stage of their education. Pupils achieve highly in English and mathematics. However, some other subjects are at an earlier stage of development. Leaders recognise this and have appropriate plans in place to improve these aspects of the curriculum.

Pupils are keen to take on additional responsibilities, such as members of the school council or playground monitors. They take these responsibilities seriously because they know that their ideas are listened to. The process of election for these roles supports pupils to understand the importance of democracy and prepares them well for life in modern Britain.

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

Pupils enjoy reading and being read to. This is because a love of reading is promoted across the school. For example, pupils from a local secondary school visit and listen to younger pupils read each week. Children begin learning phonics as soon as they start their Reception Year. Regular training enables staff to deliver the phonics programme consistently. Any pupils who fall behind are swiftly identified and given the help they need

to catch up. Books used to teach reading are well matched to the sounds pupils know, providing opportunities to practise and build fluency. As a result, most pupils are well supported to read with growing accuracy and confidence. This is reflected in the high outcomes pupils achieve.

The curriculum matches the scope and ambition of what is expected nationally. In most subjects, the knowledge that pupils are expected to learn is clearly identified and logically sequenced. This helps pupils to build their understanding incrementally. For example, in mathematics, children in Reception practise counting out objects and finding a total. This gives them the foundational knowledge that they need to tackle more complex calculations later on. Similarly, in physical education (PE), younger pupils learn how to control and pass a ball to a partner with increasing accuracy. They use this skill when playing team games, such as netball and basketball.

A few subjects are at an earlier stage of design and implementation. In these instances, the knowledge pupils need to learn has not been as clearly identified or sequenced. As a result, teachers do not consistently focus on the important concepts, and pupils do not build the same depth of understanding. Assessment is typically used well to check what pupils have learned and to identify who might need extra help. A new approach to assessment is being introduced in some subjects. This work is at an early stage. This means that errors and misconceptions in these subjects are not always addressed as quickly. Some pupils' understanding and depth of knowledge are less secure.

Pupils with SEND are accurately identified and well supported. Regular training, support and advice from external agencies enables pupils to access the same curriculum as their peers, wherever possible. Those who need a more bespoke offer benefit from a tailored programme.

Behaviour is highly positive, both in lessons and outside in the playground. Classrooms are calm, orderly and purposeful learning environments. Pupils show high levels of self-control and there is no disruption to learning. Most pupils attend school regularly and on time. There are robust systems in place to ensure this continues. Those with poorer attendance are well supported to enable them to attend more regularly.

Leaders have prioritised pupils' personal development, and promote it extensively. All decisions stem from a commitment to overcome barriers to learning, and ensure pupils get what they need to prepare them for their future lives in modern Britain. Pupils are also encouraged to develop resilience and strength of character.

Staff are overwhelmingly positive about the support they get to manage their workload. They feel their well-being is a priority for leaders. Several staff, and subject leaders, are either new to the school or to their role. They appreciate the opportunities they have to develop professionally. Leaders have rightly prioritised training to support staff in their new roles and responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A few subjects are at an earlier stage of development. In these subjects, the knowledge pupils are expected to learn has not been as clearly identified and sequenced. As a result, the most important ideas in these subjects are not sufficiently focused on or checked. This limits the depth of knowledge and understanding some pupils secure in these subjects. The school must ensure that the curriculum in each subject identifies and sequences the most important ideas.
- Some staff are new to subject leadership and are developing the skills and knowledge they need to lead subjects well. The school should implement its plans to ensure these staff are well supported to evaluate the impact of their subjects on pupils' learning and achievement.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in January 2019.

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	102223
Local authority	Harrow
Inspection number	10327643
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	666
Appropriate authority	The governing body
Chair of governing body	Nerys Anthony
Headteacher	Karen Jones
Website	www.vaughan.harrow.sch.uk
Dates of previous inspection	15 and 16 January 2019, under section 5 of the Education Act 2005

Information about this school

- The school is larger than the average-sized primary school.
- School leaders run a breakfast and after-school club at the school.
- The current headteacher was appointed in March 2019.
- Leaders do not use any alternative provision.

Information about this inspection

- 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, deputy headteacher, assistant headteachers and members of staff. They also spoke with a representative of the local authority and met with five governors, including the chair of the governing body.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and PE. For each deep dive, inspectors met with subject leaders, discussed the curriculum, visited a sample of lessons, spoke with some pupils about their learning and looked at samples of their work.
- The inspectors considered the curriculum in other subjects.
- 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 looked at a range of documents, including leaders' priorities for improvement.
- The views of pupils, parents and staff were gathered through discussions and their responses to Ofsted's online surveys were considered.

Inspection team

Samantha Ingram, lead inspector

His Majesty's Inspector

Laurie O'Brien

Ofsted Inspector

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