



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR WEMBLEY PRIMARY SCHOOL

Name of School:	WEMBLEY PRIMARY SCHOOL
Head teacher/Principal:	Rob Fenton
Hub:	Compton
School type:	Primary
MAT (if applicable):	N/A

Estimate at this QA Review:	GOOD
Date of this Review:	14/11/2018
Estimate at last QA Review	GOOD
Date of last QA Review	04/12/2017
Grade at last Ofsted inspection:	GOOD
Date of last Ofsted inspection:	08/03/2016



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Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

School Improvement Strategies	GOOD
Outcomes for Pupils	GOOD
Quality of Teaching, Learning and Assessment	GOOD
Area of Excellence	None submitted
Previously accredited valid Areas of Excellence	Not submitted on the last review.
Overall Estimate	GOOD

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

1. Context and character of the school

- Wembley Primary School is a much larger than average sized primary school in the Borough of Brent. The school occupied its new building in 2008 following the merger of Wembley Infants and Wembley Junior Schools. The school is four-form entry, with a sixty place Nursery. It is situated in area of high social deprivation and a higher than average proportion of pupils leave or join the school at other than the usual times.
- The proportion of disadvantaged pupils in the school is broadly in line with the national average.
- The proportion of pupils from minority ethnic groups is much higher than the national average, with Indian and White Eastern European the two largest groups. Similarly, the proportion for whom English is an additional language (EAL) is above the national average.
- The proportion of pupils with special educational needs and/or disabilities (SEND) is broadly in line with the national figure.
- The school holds a number of national awards including the Healthy School Award and the Primary School Science Award at Gold standard. Achieving the Arts Mark award is the next target. Wembley Primary is also a Rights Respecting School Award holder.
- Since the headteacher's secondment to support another school in the Borough in 2017, one of the deputies has been appointed acting headteacher. The large senior leadership team also includes another deputy and four assistant headteachers.

2.1 School Improvement Strategies - Progress from previous EBIs

- Following the last review, leaders have modified the school improvement plan to ensure that quantifiable targets are included. Middle leaders are taking greater ownership of the data for their subjects.

2.2 School Improvement Strategies - What went well

- The senior leadership team has been re-structured to accommodate the headteacher's four-day-per-week secondment to support another school in Brent. High standards have been maintained and the school is well-led in his absence by the acting headteacher. Other senior leaders provide strong support and collectively they are driving the school forward. They lead by example and all staff in the school promote the school's vision, putting pupils at the centre of all they do.

- The school improvement plan is clear, with priorities highlighted and targets and milestones identified to ensure continuity and progress. The suggestions raised at the previous Challenge Partners review have been fully implemented so that this document provides greater accuracy and clarity of the school's priorities.
- Expectations of middle leaders have been raised so that they are more accountable for their areas. This has made them more committed and has raised their career aspirations. They are eager to develop their areas of responsibility but also to boost their leadership experience.
- Writing has improved over time because the successful focus placed on this area has encouraged teachers to become more creative in their planning. This has enabled pupils to develop their writing by including richer vocabulary and improved grammatical skills.
- To raise the achievement in boys' reading and writing, books that are particularly aimed at engaging boys have been introduced, and questions in class specifically targeting boys are now common practice. Improvements in this group are apparent but work is on-going to further raise their outcomes. There is an in-depth focus by leaders to ensure that targets set for all pupils, but boys in particular, are accurate.
- Other strategies to improve reading are now embedded and are having a positive effect. This is most noticeable in Key Stage 1 because leaders are establishing practice to ensure that this continues into Key Stage 2. Destination Reader is a relatively recent introduction. This scheme, aimed directly at raising standards in reading for Key Stage 2 pupils, is having a positive impact because outcomes are improving.
- There has been significant improvement in phonics. A middle leader has been appointed to oversee this aspect and is driving outcomes upwards. Senior leaders monitor the teaching of this subject so that further improvements can be made. Coaching staff in the teaching of phonics has certainly made a positive contribution, leading to these raised standards.
- Developing a growth mindset across the school is a fairly recent initiative. This is still in its early stages but a positive change in learning behaviours and developing resilience in pupils are evident.

2.3 School Improvement Strategies - Even better if...

...the roles and responsibilities of middle leaders were expanded further to increase their impact on whole-school priorities.

3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs

- The EBIs from the school's first review have been fully addressed. The learning environment in classrooms has been improved by the revision of learning walls, and pupils show independence in class by routinely referring to them when they need help. Similarly, reading has a higher profile in class to promote this area of the curriculum.

3.2 Quality of Teaching, Learning and Assessment - What went well

- Pupils are intensely proud of their school. They wear their uniform smartly, are extremely polite and the school site is litter-free. They fully promote the school's motto;
 "Like the phoenix we rise to our challenges
 Strengthen our learning and shine in our community"
This positive attitude to learning is transferred into all classrooms, where pupils' behaviour is impeccable. They are enthusiastic learners who willingly share their learning and they are keen to improve their work. A spirit of collaboration is a regular feature in all year groups.
- A growth mindset culture is being developed across the school. While this is a relatively new initiative, teachers are already noticing that pupils are more positive in their approach to learning and are growing in resilience. This was evident when one pupil said, "If the learning is good, you find it tricky."
- Pupils are fully involved in their learning and so engagement in lessons is extremely high. They ensure their attention never wanders because teachers engender a positive learning environment in their classrooms,
- The helpful deployment of resources enhances learning and captivates pupils' interest. They help them to learn more effectively, as do the plentiful learning walls that pupils turn to independently when they require support. Rules and routines are consistently embedded so that most lessons flow smoothly, maximising learning time. Teachers have high expectations and pupils strive to match them.
- In the best lessons, work is differentiated so that pupils are challenged appropriately. Likewise, the strongest teaching exhibits high quality questioning. In these instances, deeper questions thoroughly examine pupils' knowledge. There is scope to share this practice. A notable example occurred in a Year 5 writing lesson, where the teacher posed challenging questions through a range of scenarios that tested pupils' understanding.
- Modelling and the use of min-plenaries are regularly employed in teaching at Wembley Primary. Teachers take time to ensure pupils understand the learning objective and skilfully monitor progress throughout the lesson.
- Support staff work effectively in classrooms. They utilise their skills and training to make a difference to a wide range of pupils according to need.

- Disadvantaged pupils receive focused attention and a rich variety of resources and activities are utilised aimed at improving their outcomes.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

- ...teachers ensured that pupils consistently received a richer vocabulary in order to extend their writing.
- ...teachers provided further opportunities for pupils to pose deeper questions.
- ...teachers encouraged greater independence and challenge so that more able pupils were able to begin their work sooner.

4. Outcomes for Pupils

- Children join the Early Years Foundation Stage (EYFS) with low starting points. The extremely high proportion of EAL pupils in the school indicates that many join with limited English. However, they go on to make strong progress and 68% achieved a good level of development in 2018, which has been consistent for the past three years. This is just below the national average. This phase is more affected by the transience in the school's population than others.
- Pupils benefit from skilled teaching of phonics in Year 1. Last year, pupils achieved 90% in the phonics screening check, which was well above the borough and national figures. All except a small number of pupils passed the re-sit in Year 2.
- The progress pupils make is exemplified by the Key Stage 1 results last summer. Pupils excelled in reading, writing and mathematics at the expected and greater depth standards; their scores truly out-stripping the national and Borough figures. The progress of disadvantaged pupils improved considerably from last year. Outcomes in reading, writing and mathematics were all better than in 2017, although writing was significantly behind the other two subjects. Writing is a focus area for this group this academic year.
- At Key Stage 2, the three-year trend of improvement in progress continued in all three subjects. In writing, this was exceptional, placing the school well above the national average. In the other two, progress was in line with the national average. Attainment scores revealed some inconsistencies. The combined score was below the national average at the expected standard but above at the higher. Individually, writing was in line with the national figure while it was well above at the higher level. Mathematics was above at the expected measure but below at the higher. Reading was below the national score at both levels. Pupils performed very well in the English punctuation, spelling and grammar test at both levels, easily beating the national score, while science was in line with the national average.

- Disadvantaged pupils' progress showed similar inconsistencies. In reading and mathematics, their progress was well below that of non-disadvantaged pupils nationally but in writing, it was well above. With regard to attainment, the combined figures were below average at the expected and higher standards, as were those in reading and mathematics. In writing, the expected standard score was below the national figure but was above at the higher.
- Girls outperformed boys at both key stages in all subjects, although boys' achievement was above national measures. The attainment of EAL pupils in this phase was below the national average at the combined expected level but above at the higher standard. Pupils with low prior attainment however, made exceptional progress.
- Current progress indicates that standards are set to be maintained this year. The progress of disadvantaged pupils shows improvements although differences still exist, and this group remains a whole school focus. Strategies to improve boys' achievement are showing success but girls continue to flourish, hence gender differences are likely to narrow.
- Middle attainers are targeted this academic year so that 'converting' their scores will lead to increased numbers gaining the higher standard in all subjects.

5. Area of Excellence

Not submitted on this review.

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

Nothing at this time.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.