

Wembley Primary School

Inspection report

Unique Reference Number	130095
Local Authority	Brent
Inspection number	360119
Inspection dates	12–13 July 2011
Reporting inspector	Sue Vale

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	810
Appropriate authority	The governing body
Chair	Michael Pavey
Headteacher	Robert Fenton
Date of previous school inspection	19 March 2008
School address	East Lane Wembley HA9 7NW
Telephone number	020 8904 3725
Fax number	020 8901 9895
Email address	admin@wembleyprimary.brent.sch.uk

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M2 7LA

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Introduction

This inspection was carried out by five additional inspectors. They visited 30 lessons and observed 25 teachers and a number of support staff. Inspectors held meetings with the Chair of the Governing Body, members of staff and pupils. They observed the school's work and looked at a range of school documentation, including the self-evaluation form, safeguarding and other policy documents, the school development plan and records of pupils' progress and attainment. In reaching their judgements, inspectors took into account the views of 79 parents and carers, in addition to those of pupils and staff, expressed in questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress and attainment of pupils, particularly in writing and mathematics.
- The quality of provision for learners who speak English as an additional language and its impact on their progress and attainment.
- The quality and provision for pupils identified as having special educational needs and/or disabilities and for the more-able pupils, particularly in lessons.

Information about the school

Wembley Primary, a much larger than average school, moved into its new building in 2008 after the last inspection. Pupils come from a wide range of ethnic backgrounds. Over three quarters of the pupils speak English as an additional language and a significant number of these are at an early stage of learning English. There are 40 different languages spoken. The number of pupils identified with special educational needs and/or disabilities is well above the national average. Of these, the main concerns are moderate learning difficulties, speech and language, and emotional and behavioural issues. The proportion of pupils eligible for free school meals is also well above average. The school has Healthy School status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Wembley Primary is a good school. It fulfils its aims of 'learning together, growing together, achieving together, as one'. It has a considerable number of strengths. The good quality of pastoral care and the good relationships with parents and carers, along with good community links, effectively support and drive the development of the school.

Many parents and carers remarked on the wide range of opportunities their children have, with nearly two thirds of the school participating in extra-curricular activities. This is having a very positive impact on attendance and pupils' learning. As one parent/carer observed, summing up the high regard of the parents and carers who wrote to inspectors, 'Wembley Primary is a fantastic school that offers every opportunity for children to succeed.'

The school's positive community and parental links, and improving pupil outcomes, reflect the headteacher's, governors' and staff's shared aspirations for the school. The new building has enhanced provision for all children, although there are still some missed opportunities by some teachers to fully utilise the outdoor learning environment. Given its track record of improvement in raising the achievement of pupils and improving attendance, together with a dedicated and effective senior leadership team and accurate self-evaluation, the school's capacity for sustained improvement is good.

Pupils make good progress from Years 1 to 6 and attainment is broadly average by the time they leave the school. Considering the low starting points of many, the large numbers of pupils identified with special educational needs and/or disabilities, the high numbers of those new to learning English, and the high levels of pupils who start and leave the school other than at the expected times, this represents good progress. Attainment and progress in mathematics are lower than in reading and writing, yet still represent good progress over time. A lack of challenge in some mathematics lessons, together with insufficient opportunities for pupils to use and apply their mathematical knowledge across other subjects, occasionally limits pupils' attainment. Marking of pupils' work in mathematics does not always ensure that pupils are clear about the next steps in their learning and staff have rightly identified the need to focus on improving achievement in this subject. The school's excellent tracking of pupils' progress is used very well to identify those at risk of underachievement. By analysing this information, the school acts promptly in adapting provision for these groups and individual pupils. This supports the good progress that they make. The reorganisation of the Early Years Foundation Stage has led to improvements in the quality of provision for the youngest children. However, progress of the children in the Early Years Foundation Stage remains satisfactory rather than good, as staff expectations of what children can achieve are not always high enough, and not all staff model correctly spoken English.

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The broad curriculum is enhanced by an outstanding range of additional activities, visits and visitors. The extra-curricular opportunities on offer, including residential trips, are outstanding and are reflected in the exceptionally high take-up by pupils. Throughout the school, staff provide good care and support tailored to the needs of individuals. Pupils acquire a good understanding of safe and healthy choices and make a good contribution to the school and wider community. The school has made a commendable effort in raising attendance since the previous inspection so that it is now average. Nevertheless, attendance figures are adversely affected by families who choose to take extended holidays during term time.

The school is well led and managed. The senior leadership team's high expectations, determination and drive have been paramount in the school making good progress since the last inspection.

What does the school need to do to improve further?

- Raise attainment in mathematics by
 - creating more challenge for learners in mathematics lessons
 - encouraging pupils to apply their mathematical knowledge and skills across other subjects
 - ensuring that teachers' marking in mathematics is informative and supportive of moving pupils on in their learning.
- Use the outside environment more to support pupils' learning across the school.
- Raise expectations of what children can achieve in the Early Years Foundation Stage through
 - ensuring that all teachers have high expectations
 - ensuring a consistency of approach to observation and assessments to inform planning
 - supporting staff in modelling correct English.

Outcomes for individuals and groups of pupils

2

Pupils achieve well. Attainment is broadly average by the time pupils reach the end of Year 6. From Year 1 to Year 6, pupils make good progress. Their enthusiasm for learning and the way they work together collaboratively enhance the good progress that they make. These attitudes and good behaviour were seen in many of the lessons observed during the inspection. The school is effective in the way that staff support the many pupils who enter and leave part way through their time at school. The school is successfully closing the gaps so that fewer individuals or groups of pupils underachieve when compared with others. The school has recognised that there is more work to do to support those pupils of White European background, and there are good strategies in place to support them. Therefore, the large numbers of pupils who speak English as an additional language, those known to be eligible for free school meals, and those identified with special educational needs and/or disabilities progress at the same good rate as others.

Pupils say that they feel safe at school; as one commented, 'I feel safe at lunchtime even though this is a big school.' Behaviour has improved considerably since the previous

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inspection and is good overall, in lessons and when moving around the school. Pupils' contribution to the wider community is good, for example through highly successful themed weeks including anti-bullying, international, black history, and sports activities.

The spiritual, moral, social and cultural development of pupils is good. Pupils celebrate the diversity of their school through opportunities such as international week. Their social and moral development is strong. The harmonious atmosphere allows them opportunities to reflect on both their own and others' cultures.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is good. Well-planned lessons with good support from teaching assistants ensure that pupils' progress is good. Teachers have good subject knowledge and in the majority of lessons use this well to question pupils and to help them to move on in their learning. On occasions, teaching is outstanding. This was seen, for example, in a Year 4 lesson on capacity, where pupils took responsibility for their own learning and were given opportunities to reflect on what they were learning, and to rectify and review what they were doing. As a consequence, they made excellent progress. This was also the case in an outstanding English lesson in Year 6, where pupils were writing leaflets to pass on to the new pupils who would be in Year 6 next year. Outstanding use of questioning by the teacher ensured that all pupils were fully engaged in their learning and showed a mature attitude when discussing each other's work. Support for pupils with special educational

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needs and/or disabilities and for those who are new to learning English is good. Teaching assistants are suitably trained and matched well to the individual needs of pupils, including the more able, thus ensuring that these pupils make the same good progress as their peers.

The school's curriculum provides well-organised and effective opportunities for learning and supports the good progress that pupils make. There are some missed opportunities for all teachers to fully utilise the outdoor environment to support pupils' learning. The curriculum is greatly enriched by the excellent extra-curricular opportunities that are on offer. Good attention is given to the care, guidance and support of pupils. The school's work with families and individual pupils is effective in sustaining the learning, development and well-being of individual pupils often facing challenging circumstances.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The senior leadership team's enthusiasm, high expectations and determination to create the best for all at the school has driven the school's impressive improvement since the previous inspection. Other managers, middle leaders, governors and all the staff share a similar vision. As one parent commented to inspectors, 'The headmaster is approachable, energetic and committed to improving the school.' This, coupled with genuine care, good teaching, and the inclusive nature of the school, is a major reason as to why the school has improved so rapidly. Governance is good. The well-informed governors ask challenging questions and are fully and systematically involved in evaluating the school. Middle managers enthusiastically take on their responsibilities, ably supported by the senior leadership team. Safeguarding procedures at the time of the inspection were good.

The effective monitoring of teaching, along with highly focused support, has been at the core of improvements to the quality of teaching and learning since the last inspection. In turn, this continues to have a substantial impact on raising the progress and attainment of pupils, particularly in writing.

Equality of opportunity has a high priority and is well promoted. There are good opportunities for all pupils and families alike. For example, the school has been highly successful in engaging parents and carers in learning. A number of parents and carers have progressed into further educational training, through the help and support which the school has given them. This is helping parents and carers to support their own children's learning and has successfully narrowed the gap in outcomes, for example, in the case of Somali pupils.

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Partnerships with a range of external agencies are good, particularly in supporting those pupils with special educational needs and/or disabilities and those who are new to learning English. Community cohesion is good. Activities such as the outreach coffee mornings, targeted at those families who are harder to reach, are supporting parents and carers in developing a great understanding of the demands on their own children and helping them to support them more fully at home.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make satisfactory progress in the Early Years Foundation Stage. From starting points that are generally below typically expected levels, particularly in relation to their speech and language, and personal, social and emotional development, children leave with skills which remain below average. They make the greatest improvement in developing their knowledge and understanding of the world. Positive relationships ensure that children are cared for well. Healthy lifestyles are also promoted well. The curriculum is planned effectively to help children meet the early learning goals but on occasions lacks challenge to ensure more rapid progress in the children's learning. Observations and assessments in the Early Years Foundation Stage are inconsistent, and some milestones of children's achievement are not dated or securely recorded when they are achieved. Information gathered is not consistently used well enough to plan activities which accurately match the individual needs of children to accelerate their progress. Children are happy and secure and enjoy the activities on offer. There are good procedures in place for transition between Reception and the Year 1 classes.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

In a less than average return, those parents and carers who responded to the questionnaire were positive about most aspects of school life. Evidence from the inspection supports parents' and carers' views that children enjoy school, and that care for their health and safety is good. Parents and carers are happy with the teaching that their children receive and the way that the school is led and managed. There was no common pattern from the few concerns expressed by parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wembley Park to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 79 completed questionnaires by the end of the on-site inspection. In total, there are 810 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	59	31	39	0	0	0	0
The school keeps my child safe	39	49	34	43	3	4	3	4
My school informs me about my child's progress	44	56	33	42	0	0	0	0
My child is making enough progress at this school	34	43	42	53	3	4	0	0
The teaching is good at this school	44	56	32	41	3	4	0	0
The school helps me to support my child's learning	37	47	35	44	6	8	0	0
The school helps my child to have a healthy lifestyle	30	38	42	53	5	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	33	40	51	5	6	0	0
The school meets my child's particular needs	24	30	44	55	6	8	0	0
The school deals effectively with unacceptable behaviour	26	33	40	56	9	11	1	1
The school takes account of my suggestions and concerns	23	29	44	51	7	9	3	4
The school is led and managed effectively	26	33	39	49	7	9	0	0
Overall, I am happy with my child's experience at this school	34	43	41	52	3	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



Dear Pupils

Inspection of Wembley Primary School, Brent HA9 7NW

Thank you so much for welcoming us into your school when we visited you recently. We thoroughly enjoyed our time with you. We agree with what you told us - you go to a good school. These are the main reasons why we thought your school is a good school:

- You achieve well and make good progress in your learning, and obviously enjoy your lessons.
- Your school is very well led and managed.
- The school looks after you all very well. Good care and support particularly help those of you who have specific needs and those of you who are new to learning English.
- Your behaviour is good.
- You are taught well and your teachers know you very well.
- Partnerships with your families and with other people who help you are good.

Even in a good school there are things that can be improved. We have asked the staff to help you to improve the standards you reach in mathematics. We have also asked them to support the children in the Early Years Foundation Stage so that they also make better progress to match the progress that the rest of you make.

Yours sincerely

Sue Vale

Lead inspector

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