

# Noel Park Primary School

Gladstone Avenue, Wood Green, London N22 6LH

## Inspection dates

19–20 March 2019

<b>Overall effectiveness</b>	<b>Outstanding</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Outstanding</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an outstanding school

- The executive principal provides inspirational leadership. He has ensured that high expectations are well established throughout the school.
- Trustees, governors and leaders are highly effective. They ensure that all pupils receive a high-quality education, academically and socially.
- Leaders at all levels provide strong leadership. They are knowledgeable and dedicated. They have a very accurate understanding of the strengths of the school and areas for development.
- High-quality teaching is evident for pupils in all year groups and across the curriculum. Teachers demonstrate an excellent understanding of pupils' needs and plan effectively to meet them.
- Teaching in the early years provides an excellent start to children's education and ensures that they make strong progress. Consequently, they are extremely well prepared for learning in Year 1.
- Parents and carers are extremely supportive of the school and the work of teachers and leaders.
- The safety of pupils is of the highest priority. Staff are highly vigilant and well trained. Pupils behave in an exemplary manner and demonstrate consideration and care for others.
- Additional funding is used exceptionally well. Pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils make excellent progress from their varying starting points.
- Pupils are exceptionally well prepared for life in modern Britain. They demonstrate an extremely mature understanding of diversity, tolerance and respect.
- Attainment at the end of key stage 1 and key stage 2 is above the national average in reading, writing and mathematics.
- The teaching of phonics is a real strength of the school. As a result, pupils' reading skills are developed at an early age.
- The curriculum is exceptionally broad and balanced. Pupils are motivated and inspired to be curious about the world around them. However, further opportunities are required to deepen and extend pupils' knowledge and understanding in some subjects.

## **Full report**

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

- Build on existing plans to enhance the wider curriculum by providing further opportunities to extend and deepen pupils subject-specific knowledge, understanding and skills.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- The executive principal provides strong leadership. He leads the school with high expectations and determination. Working collaboratively with his leadership team, he has ensured that the staff share the school's vision that all pupils are enabled to have a 'remarkable life'.
- Leaders have an accurate understanding of the strengths and weaknesses of the school. They hold very high expectations and are aspirational for the success of all pupils. Strong leadership is evident throughout the school. Leaders are not complacent and have ensured that there are comprehensive plans in place for further improvement.
- Leaders, including subject leaders, ensure that the inspiring approach to teaching and learning is consistent across the school. They are clear about how their subject is taught. Monitoring is regular, which enables teachers to structure lessons skilfully to address the needs of their pupils. Through leaders' guidance and advice, teachers are able to further improve and deepen their own subject knowledge. Leaders have ensured that the key skills within their subject are mapped out to ensure progression. Consequently, pupils make strong progress across the curriculum.
- Leaders have ensured that there is an exceptionally broad, balanced and creative curriculum which inspires pupils. Leaders have a comprehensive understanding of the knowledge and skills needed for pupils to be successful in each subject. Each new topic is introduced through a real-life experience which sparks pupils' interest and motivates them. Visits and workshops offer further opportunities to enhance the curriculum. For example, Year 6 pupils participated in a workshop with an actor based on their study of the book 'War Horse'. However, more work is needed to enable pupils to study some subjects in more detail so that their knowledge and understanding are further deepened and extended.
- The curriculum is further enhanced through extra-curricular enrichment activities for pupils, including sporting and academic opportunities such as philosophy, basketball and 'Glee club'. Pupils appreciate these opportunities to learn outside of the school day.
- Leaders have created a culture of reading across the school. The library is well resourced with high-quality, age-appropriate texts, which pupils are enthusiastic to read. A comprehensive reading strategy ensures that pupils' reading is tracked closely through regular assessment opportunities. This ensures that pupils have a thorough understanding of the books they have read and enables them to develop their knowledge and comprehension skills well. Through effective questioning, teachers provide opportunities for pupils to reinforce and extend their knowledge in reading. As a consequence, pupils make exceptionally strong progress in reading.
- Provision for pupils' spiritual, moral and cultural development is outstanding. Leaders have ensured that the curriculum is comprehensive and tackles issues such as gangs and challenges gender stereotypes. Pupils develop a thorough understanding of tolerance, respect and diversity and how British values are intertwined with the school's values. For example, pupils discuss the importance of democracy and individual liberty.

One pupil stated, 'We are not bound by others; we have our own opinions.'

- Staff have access to a range of high-quality professional development opportunities. After attending a course, they share the information learned across the workforce, ensuring consistency. Peer observations and mentoring ensure that the strongest teaching is shared across the teaching staff. Teachers are positive and feel supported. They are appreciative of the professional development which senior leaders provide, both internally and across the trust.
- In their responses to the Ofsted online questionnaire, most staff agreed that leaders ensure that they are motivated, respected and effective team members. Some staff commented positively on senior leaders' focus on their well-being and workload.
- The leadership of provision for pupils with SEND is extremely effective. Pupils' academic progress as well as their social and emotional well-being are monitored and tracked closely. Leaders ensure that highly effective support is in place which meets pupils' individual needs. As a result, pupils with SEND make strong progress from their starting points.
- The pupil premium funding is used exceptionally well to provide support for disadvantaged pupils. Leaders work closely with teachers to assess the needs of individual pupils. Consequently, disadvantaged pupils make strong progress and attain highly across the curriculum.
- Leaders use the primary physical education (PE) and sport funding effectively. Pupils are encouraged to be physically active and lead a healthy lifestyle. For example, pupils participate in a wide range of sports and games at lunchtime and borough-wide competitions. Good-quality training from specialist sports coaches has ensured that teachers are more confident and have stronger skills to teach PE. A sustainable approach to the use of the additional funding is evident.
- Overwhelmingly, parents who spoke to inspectors, completed the paper questionnaire or responded to Ofsted's online questionnaire, Parent View, were extremely positive about the school.

## **Governance of the school**

- Trustees, governors and leaders are aspirational for all the pupils in the school. Governors on the local governing board have a range of skills and expertise which they use effectively to ensure that all pupils are safe and receive a high-quality education.
- Governors are extremely knowledgeable about the risks faced by the pupils in the community and how to ensure that pupils are well protected and kept safe. They ensure that all staff are well trained and receive regular updates in relation to safeguarding.
- Regular monitoring visits undertaken by governors are thorough and are focused on improving further. These robust procedures enable them to hold leaders to account for their actions effectively. As a result, the local governing board provides a high-level of challenge and support for leaders.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders and staff are vigilant and alert to pupils' safeguarding needs. Staff receive regular high-quality training. A safeguarding display board in the staffroom ensures that staff receive regular updates. This enables them to revisit and reinforce their knowledge and understanding of safeguarding.
- Governors and leaders are meticulous in ensuring that procedures and systems are secure and fit for purpose. Early help procedures for vulnerable pupils and their families are well established. Leaders ensure that these families receive timely support by signposting them to the appropriate services, enabling them to receive the help required from external agencies.
- Leaders are very knowledgeable about the risks faced outside of the school in the wider community. They have ensured that pupils are aware of how to keep themselves safe through providing a range of workshops and visitors. For example, representatives of the Jimmy Mizen Foundation visited the school, raising pupils' awareness of the dangers of knives.
- Leaders have ensured that a strong safeguarding culture exists within the school. An effective range of therapies and interventions which meet the needs of pupils, both emotionally and psychologically, are provided. Leaders work closely to ensure that pupils' needs are monitored closely.
- Pupils spoken to during the inspection said that they feel safe, and all parents who completed Ofsted's online questionnaire, Parent View, agreed.

### Quality of teaching, learning and assessment

### Outstanding

- Teachers have high expectations and aspirations for pupils in all year groups and across the curriculum. Classrooms are calm and purposeful environments, where pupils demonstrate an enthusiasm for learning. Teachers provide high-quality teaching and well-modelled examples of learning for pupils to refer to during lessons. Consequently, pupils develop excellent independent learning skills and make outstanding progress.
- Pupils are challenged through lessons that are skilfully structured to develop pupils' skills, knowledge and understanding. During lessons, teachers provide immediate feedback; pupils reflect regularly on this guidance to identify their misconceptions and to improve their work.
- Teachers ensure that rigorous assessment procedures are evident which ensure that all pupils' progress is tracked closely. They gather robust assessment information and use both internal and external moderation effectively to ensure that this is accurate. Consequently, teachers and leaders have an in-depth understanding of each pupil's progress. This information is used to skilfully plan additional support and engaging lessons which reinforce and address any gaps in learning.
- The teaching of phonics is highly effective and a real strength of the school. Through a systematic approach, pupils make strong progress. As a result of high-quality teaching in the early years, many pupils start Year 1 with very well-developed early reading skills. For example, Year 1 pupils were observed enthusiastically using their strong phonics skills and high levels of perseverance to read complex vocabulary.

- The teaching of mathematics is excellent and enables pupils to practise, problem solve and develop their reasoning skills exceptionally well. Teachers use a variety of methods and resources to ensure that all pupils, including the most able, are routinely challenged. Work in books demonstrates that pupils cover a wide range of mathematical topics and concepts and make very strong progress.
- Writing is taught exceptionally well. Pupils write for a range of audiences and purposes. They have high expectations of their presentation and content, focusing on the accuracy and clarity of their work. Teachers ensure that pupils have opportunities to edit and redraft their writing. They are encouraged to use dictionaries independently to check their word choice and spelling. Pupils are able to use complex technical vocabulary and punctuation from an early age. Consequently, pupils' work in their books demonstrates quality writing across a range of subjects.
- Additional adults are well deployed and work collaboratively with teachers to provide excellent support. They interact exceptionally well with all pupils, including those with SEND, ensuring that they are engaged and focused on learning. The use of effective questioning ensures that they are regularly checking pupils' understanding and that pupils are able to access the learning effectively.
- Specialist teachers in music, PE and Spanish provide excellent teaching. Teachers provide well-structured lessons which build on prior learning and enable pupils to develop a real depth of understanding in these subjects. For example, in a Year 5 music lesson, pupils were observed composing music as a group. Pupils identified technical terms such as 'ostinato', 'pitch' and 'rhythm', explaining and demonstrating their meaning. In Spanish, books demonstrate excellent progress as pupils move through the school. In the early years and key stage 1, pupils focus on oral vocabulary. As they move through the school, they develop excellent writing skills, using phrases and written conversations.

## Personal development, behaviour and welfare

## Outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils' welfare is at the heart of the curriculum. One pupil stated, 'They don't just teach academic but also personal; how to be healthy and have healthy relationships.'
- Pupils demonstrate politeness, courtesy and are well mannered. There is a culture of mutual respect between adults and pupils. They are keen to share their ideas and celebrate their achievements with each other and adults. For example, during a music lesson, Year 5 pupils shared their music compositions with their peers. These pupils provided constructive feedback in a sensitive manner and applauded their accomplishments.
- Pupils are very proud to be part of the school. They demonstrate an appreciation of the opportunities to take on extra responsibilities through the school council, junior leadership team and eco-council. Pupils understand that these roles enable them to help others and develop their own leadership skills.
- In classrooms, pupils have positive attitudes to learning. They are willing to share their

learning with confidence and take pride in their work. As a result, presentation in books and on display is of an extremely high standard across all subjects.

- Pupils demonstrate a good knowledge and understanding of different faiths and religions. They visit local places of worship to reinforce and enhance their understanding. Pupils learn about beliefs and cultural differences and are able to describe them accurately.
- Pupils have a mature understanding of different types of bullying, including online cyber bullying. They say that any incidents of bullying are extremely rare and they are confident that adults will deal with any concerns they may have. Parents agree with the view of the pupils.

## Behaviour

- The behaviour of pupils is outstanding. Staff have high expectations of behaviour, which pupils embrace and follow in all that they do. As a consequence, pupils' conduct is exemplary. There are very few recorded incidents of poor behaviour at the school due to the consistent behaviour approach and high standards set by all staff and pupils.
- Behaviour in lessons, as pupils move around the school, at play and lunchtimes, including in the dining room, is impeccable. Pupils can self-regulate and follow the school rules exceptionally well. They have a strong understanding of right and wrong.
- Attendance is above the national average. No groups of pupils are disadvantaged through their absence; however, leaders are not complacent. They are continually monitoring and working with parents to improve attendance further.

## Outcomes for pupils

## Outstanding

- The majority of children enter the school with skills and knowledge below what is typical for their age. By the end of the Reception Year, most children achieve a good level of development. Pupils continue to make outstanding progress as they proceed through the school.
- Pupils make exceptionally strong progress during their time at Noel Park Primary School. As a result, attainment at the end of key stage 2 is well above the national average at the expected and higher standard in reading, writing and mathematics. Consequently, pupils leave Year 6 very well prepared for their secondary education.
- In 2018, the proportion of pupils who achieved the expected standard and greater depth at the end of key stage 1 was above the national average in reading, writing and mathematics.
- The proportion of pupils in Year 1 who achieved the expected standard in the phonics screening check was above that seen nationally.
- Due to highly effective provision, focused support and guidance from teachers and additional adults, pupils with SEND make strong progress from their starting points.
- The most able pupils are challenged well, resulting in a high proportion achieving the higher standards in reading, writing and mathematics at the end of key stage 2.
- Disadvantaged pupils achieve very well from their starting points due to highly effective

teaching and the wide range of support provided through the pupil premium funding. Consequently, in 2018, their progress and attainment levels across the school were above those seen nationally when compared with other pupils. Currently, disadvantaged pupils' books in all year groups demonstrate strong progress which is similar to that of their peers across the school.

## Early years provision

## Outstanding

- Leaders are highly ambitious and have ensured that there is an uncompromising drive to ensure that the early years provides an excellent start to children's education. Teaching staff demonstrate a very clear understanding of how young children learn, and through outstanding teaching ensure that children make very strong progress. As a result, the proportion of children achieving a good level of development at the end of Reception is above the national average, ensuring that they are prepared well for Year 1.
- Classrooms are vibrant, stimulating and well organised. Children's work on display shows that they take pride in their learning. Children thrive and prosper in well-resourced classrooms that motivate them to learn in all areas of learning. A well-established programme of professional development ensures that staff share their excellent practice across the setting. As a result, the quality of teaching is consistently of a high standard.
- Staff have very high expectations of what children can achieve. An exceptionally calm and purposeful learning environment provides opportunities for all children. They are encouraged to manage their own risks, develop their independence and are well supported through the use of adult modelling to be successful learners. For example, children were observed making a fruit salad, ably supported by an adult, choosing their favourite fruit, cutting it up themselves and putting it in their bowl.
- Staff use highly effective questioning well to carefully assess children's strengths and gaps in their learning. This enables teachers to plan interesting and inspiring learning activities. The children's learning journeys demonstrate that children are provided with opportunities to be challenged in their learning. They provide a clear picture of the substantial progress made by children in Nursery and Reception.
- The school has ensured that it has a comprehensive approach to teaching phonics. Teachers challenge children routinely to apply their excellent phonic knowledge. As a consequence, pupils enthusiastically use their phonic knowledge to develop their early writing skills across all the areas of learning, both inside and outside. For example, some children were excited to share their writing related to 'The Very Hungry Caterpillar' story. They sounded out letters confidently and wrote plausibly phonetic words with care and accuracy.
- Partnerships with parents are highly effective. They are provided with regular opportunities to share their views about their children's learning and feed into the assessment process through the learning journeys. Staff engage parents through a range of workshops such as phonics, 'let's make reading fun' and open days. This enables parents to gain an understanding of how their children learn and what they can do to support them at home.



- All welfare requirements are fully met, and safeguarding practices are thorough.

## School details

Unique reference number	138588
Local authority	Haringey
Inspection number	10058854

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	538
Appropriate authority	Board of trustees
Chair of Trustees	Jack Boyer
Executive Principal	David Atter
Telephone number	0208 888 8967
Website	<a href="http://www.noelparkprimaryschool.org">www.noelparkprimaryschool.org</a>
Email address	<a href="mailto:contactus@noelparkprimaryschool.org">contactus@noelparkprimaryschool.org</a>
Date of previous inspection	6 March 2018

## Information about this school

- Noel Park Primary School is larger than the average-sized primary. It is part of the Academies Enterprise Trust.
- The executive principal also leads a local two-form-entry primary school which is in the same trust.
- Pupils come from a wide range of ethnic backgrounds, with the largest group being White – any other white background.
- The proportion of disadvantaged pupils is above the national average.
- The school is in the top 20% of schools nationally for the proportion of pupils who speak English as an additional language.
- The school is in the top 20% of schools nationally for deprivation.
- The school is in the lowest 20% of all schools nationally for the proportion of pupils with SEND support.

- The proportion of pupils with an education, health and care plan is below the national average.

## Information about this inspection

- Inspectors observed learning in all classes, in most cases jointly with members of the senior leadership team.
- Inspectors observed phonics lessons.
- Together with leaders, inspectors scrutinised pupils' books from all year groups and across a range of subjects, including English, mathematics, science, Spanish and topic. Inspectors discussed and analysed a range of information about pupils' progress.
- Inspectors listened to pupils read. They spoke to pupils while visiting classrooms, in the dining hall and at playtimes. In addition, inspectors met with two groups of pupils formally to find out their views of the school.
- The lead inspector met with the chair of the governing board and spoke with a representative of the trust on the telephone.
- A range of meetings were held with the executive principal, vice principals, senior leaders, middle leaders and teachers.
- Inspectors observed pupils' behaviour in lessons, in the dining room, at play and at lunchtimes.
- Inspectors reviewed various documents provided by the school. These included the school's self-evaluation, the school development plan, the pupil premium statement, sports funding, external reviews of the school, monitoring visit reviews and governing board minutes.
- Inspectors reviewed documents relating to safeguarding, attendance and behaviour. These included the school's single central record, staff human resources files, behaviour incidents, exclusion records, first-aid records, electronic child protection and safeguarding files.
- The views of some parents were collected at the beginning of the school day. Inspectors took account of 19 responses to Ofsted's online questionnaire, Parent View, and 76 paper copies of the questionnaire. They also considered 46 responses to the staff survey.
- Inspectors visited the after-school club, spoke to staff and observed some activities.

## Inspection team

Andrew Hook, lead inspector	Her Majesty's Inspector
Alison Martin	Ofsted Inspector
Kanwaljit Singh	Ofsted Inspector

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