

# Inspection of a good school: West Green Primary School

Woodlands Park Road, Tottenham, London N15 3RT

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Inspection dates: 15 and 16 September 2021

## **Outcome**

West Green Primary School continues to be a good school.

## **What is it like to attend this school?**

This is a happy school where pupils feel valued. Pupils said they feel safe and that their teachers are kind. Pupils have every confidence that a member of staff will help them if they have a problem.

Respect is at the heart of every relationship in the school. Pupils, regardless of their age, are unfailingly polite and courteous. They show respect for all those around them. Many pupils appreciate the opportunities to take part in musical events, sports, and drama clubs. Staff are keen to nurture pupils' talents. They broaden pupils' learning experiences, both in and outside of lessons.

Pupils behave well, both in lessons and during social times. Pupils said that the systems the school uses to help them to behave well are fair. Teachers have high expectations of pupils. Pupils know that rare incidents of bullying will be dealt with appropriately by staff. Staff and leaders have high expectations of all pupils. Pupils respond to this with a positive attitude to all aspects of school life. Consequently, there are very few disruptions to lessons or other activities at school.

The headteacher and staff work well as a team. Many parents and carers are positive about the school's work.

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

Leaders, staff, and governors are ambitious for all pupils to succeed. They have carefully considered the structure of the curriculum. It allows pupils to achieve well and develop as valued and caring members of the community.

Leaders have planned learning for all year groups in each subject. In most subjects, for example mathematics and history, plans set out exactly what pupils need to learn at each point. In a few subjects, however, plans are less precise in identifying the knowledge pupils need to learn.

Curriculum plans pay attention to what children will learn in the early years foundation stage (EYFS). Teachers in the EYFS have planned in detail what they want children to learn from the start of term. As a result, children get off to a quick start. However, some aspects of subject planning do not set out as explicitly what children need to know by the end of the Reception Year. When this is the case, learning in Year 1 is not sequenced as effectively to build on what pupils know from the early years.

In mathematics, leaders have ensured that the curriculum is planned in detail for teachers to follow. This ensures that staff are clear about what to teach pupils and when. Pupils practise recalling important number facts, such as multiplication tables and methods of calculation. Leaders have designed learning that enables pupils to make links between calculation methods and problem-solving. This helps pupils deepen their knowledge over time. However, this is not consistent, as training for newly appointed staff has still to be completed.

Leaders want to make sure that every pupil develops a love of reading. The teaching of reading is a priority in the school. Leaders view reading as the gateway to learning in all areas of the curriculum. Pupils learn phonics as soon as they enter the Reception Year. Well-trained staff understand their part in pupils' reading journey. They support pupils well to become fluent readers. Staff choose books carefully to allow pupils to practise the sounds that they know. Pupils who need to catch up quickly have increased reading opportunities. Older pupils enjoy reading the range of texts available to them.

Pupils with special educational needs and/or disabilities (SEND) get the help that they need to do well. Staff are quick to identify pupils' additional needs. Teachers adapt learning for pupils with SEND, where it is needed. For example, pupils may receive extra adult support, resources, or practical equipment to help them to learn. Pupils behave well and low-level disruption is unusual. This allows pupils to focus on learning.

Before the COVID-19 (coronavirus) pandemic, leaders offered a wide range of experiences to support pupils' wider and personal development. Most of these activities are starting again following the pandemic. For example, pupils take part in a range of sporting activities, visits, and cultural and residential experiences. Leaders have ambitious plans in place to develop this programme and are keen to broaden pupils' experiences.

Staff are proud to be part of the school team. Leaders help them to achieve a work-life balance. Staff appreciate this consideration. Governors place the safety, education, and enjoyment of pupils at the heart of all they do. They recognise and share the headteacher's commitment to the pupils of the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders, staff and governors ensure that the safety of pupils is at the forefront of their work. All staff receive the training they need to recognise pupils who may be at risk. As a result, staff know what actions they need to take if they have concerns about a pupil.

Leaders work closely with a wide range of professionals and agencies. This helps to make sure that pupils get the help they need.

Pupils have an in-depth understanding of online safety. Through the curriculum, assemblies, and special events, they also learn how to manage the risks they may encounter in school and in the local community.

Specialist visitors have provided sessions that enable pupils to recognise the dangers of knife crime or gang culture.

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

### **(Information for the school and appropriate authority)**

- Leaders have continued to make improvements across the curriculum. However, in a few subjects, plans do not provide teachers with detailed guidance on what knowledge to teach or how to make effective links between subject content and the early years. Leaders must ensure that all subject plans identify precisely the key knowledge that pupils need to know and remember.

## **Background**

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

This is the first section 8 inspection since we judged the school to be good on 14 and 15 September 2016.

## **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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	102115
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10200018
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	196
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Timothy Sparrow
<b>Headteacher</b>	Mary Gardiner
<b>Website</b>	<a href="http://www.westgreen.haringey.sch.uk">www.westgreen.haringey.sch.uk</a>
<b>Date of previous inspection</b>	14 and 15 September 2016, under section 5 of the Education Act 2005

## Information about this school

- Since the previous inspection, a new chair of the governing body has been appointed.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- The inspector met with the headteacher and members of the school's senior leadership team. Meetings were also held with five governors, including the chair of governors, and the deputy director of the Haringey Education Partnership. The inspector took account of the views of parents and staff through Ofsted's online questionnaires, including the free-text facility. The arrangements for safeguarding were reviewed, including bullying and behaviour records.
- The inspector completed deep dives in the following subjects: reading, mathematics and history. The inspector visited lessons in all classes, held discussions with staff and pupils, and reviewed pupils' work. The inspector also observed pupils from the Reception Year to Year 3 reading to an adult. The inspector considered other subjects and looked at curriculum plans.

## **Inspection team**

Phil Garnham, lead inspector

Her Majesty's Inspector

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