

# Inspection of Alexandra Park School

Bidwell Gardens, London N11 2AZ

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Inspection dates: 28 February and 1 March 2023

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Sixth-form provision

**Outstanding**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Alexandra Park School under section 5 of the Education Act 2005. However, Ofsted previously judged Alexandra Park School to be outstanding, before it opened as an academy.

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

Pupils thrive at Alexandra Park School. They are very proud to attend the school. They support the well-being of others and say that everyone is welcome here. Pupils have no concerns about bullying and are kept safe. They know that teachers respond swiftly and effectively to any concerns. Pupils hold many leadership positions throughout the school, including as literacy mentors and buddies. Older pupils act as ambassadors in local primary schools, and sixth-form students are excellent role models for their younger peers.

Pupils enjoy working through the ambitious work planned for them. They behave exceptionally well. Staff have very high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). Staff know their pupils well and provide immense levels of extra support. As a result, pupils achieve well and are fully prepared for their next steps.

The school's values are embedded throughout the school and underpin a range of opportunities for pupils to support their community. For example, pupils raise money for local charities. The environment committee works with local groups to improve sustainability. Pupils benefit from a rich range of activities and visits, including those led by sixth-form students. All pupils take part in an annual enrichment day. Staff encourage pupils to take part in an international trip.

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

The curriculum for all pupils, including those with SEND, is broad and highly ambitious. In particular, sixth-form students are able to choose from a wide range of academic and vocational courses. Leaders think carefully about the important knowledge that pupils need to know and remember throughout their time at the school. They ensure that curricular thinking across subjects matches, and in many cases exceeds, the national curriculum.

Leaders prioritise effective sequencing in all subjects to ensure that pupils revisit and build on their prior learning regularly. For example, in mathematics, teachers break algebra down into small steps, such as solving equations and factorising. Over time, pupils revisit key knowledge and feel confident in tackling more complex ideas, such as the quadratic nth term. Similarly, in modern foreign languages, Year 7 pupils developed their confidence when describing themselves. Pupils are steadily introduced to a range of different vocabulary and tenses. Over time, pupils express themselves fluently using a variety of vocabulary, complex sentence structures and idiomatic expressions.

Teachers are experts in their subjects. They meet with other subject specialists regularly to discuss how to make learning manageable for pupils. As a result, teachers present information clearly and check pupils' understanding consistently. Teachers are swift to address any misconceptions in pupils' understanding. The quality of pupils' work is high.

Leaders ensure that pupils with SEND have their needs identified accurately and closely met. A culture of high expectations from well-trained staff gives these pupils personalised support. This helps pupils with SEND to access the same broad and ambitious curriculum as their peers and to achieve well.

Leaders focus sharply on supporting all pupils to read widely and often. Pupils have regular opportunities to read high-quality books in English lessons and tutor time. Staff use the school library to support pupils to develop a love of reading, for example through competitions, book clubs and talks from visiting authors and poets. Pupils needing additional help with their reading benefit from extra support, including for phonics. Well-trained staff check pupils' understanding regularly as they read. As a result, these pupils read with increasing accuracy and fluency.

Staff have very high expectations of pupils' behaviour. Clear systems are in place to enable pupils to meet these. Pupils are calm and orderly in classrooms and when moving around the school site. Lessons continue without disruption. Leaders use a range of personalised support for those pupils who need extra support, including for behaviour and to improve attendance.

Leaders have planned and sequenced the personal, social, health and economic education curriculum carefully. Teachers support pupils to learn about key topics, such as rights, responsibilities, drugs and road safety. A number of external speakers and assemblies add to these key messages. This helps pupils to have a deep understanding about the importance of being physically and mentally healthy.

Pupils are well prepared for their next stage of education, employment or training. A comprehensive programme ensures that pupils have multiple opportunities to engage with employers. Teachers highlight career pathways linked to their subjects, which enhances pupils' future aspirations.

Staff enjoy working at this school. They feel that their workload and well-being are well supported. Staff at all levels appreciated leaders' open-door policy. They benefit from many opportunities for professional development. Knowledgeable governors and trustees provide highly effective challenge and support to school leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Staff are well trained and know how to identify and report any safeguarding concerns they may have. Leaders deal swiftly with any concerns. Staff are alert to their pupils' needs and think seriously about what support they might need. As a result, leaders work with a number of specialists, both inside and out of school. Leaders also support parents and carers, for example by running mental health workshops.

Pupils are given regular messages about how to stay safe. They are helped to understand topics such as consent and online safety.

## 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](#)' 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>	137531
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10267972
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,810
<b>Of which, number on roll in the sixth form</b>	650
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Jamie Scott
<b>Headteacher</b>	Michael McKenzie
<b>Website</b>	<a href="http://www.alexandrapark.school">www.alexandrapark.school</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school has a larger than average-sized sixth form.
- The school uses three registered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors held meetings with the headteacher and other senior leaders.
- Inspectors carried out deep dives in English, mathematics, art, music and modern foreign languages. They met with subject leaders to discuss the curriculum, visited lessons, spoke with teachers, spoke with pupils and looked at samples of pupils' work.
- The curriculum in other subjects was considered as part of the inspection.
- To evaluate safeguarding, inspectors checked procedures for recruiting new members of staff. They also met with leaders to discuss how they put safeguarding policies into practice.
- Inspectors gathered the views of pupils, parents and carers, and staff both through discussions and their respective responses to Ofsted's online surveys.

### **Inspection team**

Hannah Glossop, lead inspector	His Majesty's Inspector
Debbie Lebrett	Ofsted Inspector
Ian Morris	Ofsted Inspector
Juliette Claro	Ofsted Inspector
Simon Conway	His Majesty's Inspector

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