

Inspection of Yerbury Primary School

Foxham Road, Yerbury Road, London N19 4RR

Inspection dates: 7 and 8 February 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected since July 2009.

What is it like to attend this school?

Yerbury Primary School is a place in which leaders, staff and pupils live by their school motto, 'Work hard, Play well, Learn lots, Have fun, Be kind'. Leaders and staff have high expectations of pupils. Pupils rise to these expectations very positively. Leaders and staff help pupils to achieve high academic standards. They support pupils' wider development exceptionally well. Pupils are happy and safe here. Classrooms across the school are alive with purposeful learning.

Pupils behave extremely well. They move around school calmly and sensibly. They speak politely and thoughtfully to adults and each other. Adults foster a climate of mutual respect. Leaders take any incidents of bullying seriously. Staff deal with any concerns promptly. Staff are positive role models and encourage pupils to treat everyone with great respect.

Leaders ensure that everyone in the school's community is treated equally, and pupils are proud to attend. Pupils enjoy a wide range of clubs, residential and visits to many places of interest in the local area and further afield. Parents and carers are overwhelmingly supportive of the school.

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

Leaders at all levels, including the governing body, provide the very best education for all pupils. They have established a positive and supportive staff culture of teamwork and respect. Staff's dedication, commitment and skills help to realise leaders' vision for excellence.

Leaders have designed and implemented an ambitious curriculum for all pupils, including those with special educational needs and/or disabilities (SEND). Leaders ensure that staff have the expertise to plan and deliver the curriculum. Leaders have put in place a well-sequenced curriculum in all subjects that identifies what pupils must know and remember, starting in the early years. Teachers in early years skilfully develop children's understanding across all areas of learning.

Leaders have thought carefully about how and when they will teach important content across all subjects. Teachers check carefully that pupils meet their high expectations for learning in every subject. They help all pupils, including those with SEND, to gain new knowledge, vocabulary and skills. Learning is greatly enhanced through a rich diet of educational visits. Leaders support pupils with SEND effectively. They identify the needs of pupils with SEND accurately, and staff provide support so that these pupils flourish.

Teachers' use of assessment is consistently strong and well embedded. They ensure that pupils have regular opportunities to revise prior learning. This prepares pupils

very well for learning new content. Teachers have great expertise in supporting the development of pupils' subject-specific knowledge, skills and vocabulary.

The teaching of reading takes a high priority in the school. In the early years, teachers focus on children's communication and language skills. Teachers support children to learn and practise using unfamiliar words and phrases regularly. Teachers across the school encourage pupils' love of books and reading. Phonic teaching begins early. Teachers check pupils' phonics knowledge carefully and quickly spot those who need help. They ensure that pupils' reading books match the sounds that they know. This supports pupils to read with fluency. Teachers read and discuss high-quality texts with pupils regularly.

Pupils are extremely well prepared for the next stages in their education. Staff encourage pupils to appreciate different cultures, views and beliefs. Leaders and staff share high expectations for pupils' behaviour. Children in the early years learn to cooperate with their peers and follow instructions. Staff ably help pupils to express and manage their feelings. Therefore, time in the classroom and playground is calm and positive for everyone, with no disruption to learning. Pupils are taught how to keep themselves and others physically and mentally healthy. For example, school ambassadors support younger pupils to lead active lifestyles during breaktimes.

Leaders and staff help parents to improve their children's attendance when needed. Pupils attend school regularly. Staff appreciate leaders' consideration and support for managing their workload. Leaders ensure that all staff receive focused and highly effective training. The governing body provides effective support and challenge to leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are tenacious in their pursuit of keeping pupils safe. Staff attend regular training and know how to report and record concerns accurately. Leaders follow up quickly on any pupil safety and welfare concerns. They work with external agencies in a timely manner. Appropriate safeguarding checks are completed before staff and volunteers begin working at the school. Pupils are taught how to keep themselves safe, both in the local community and online.

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

Unique reference number	100429
Local authority	Islington
Inspection number	10255335
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	453
Appropriate authority	The governing body
Chair of governing body	Rosi Marsh
Headteacher	Cassie Moss Liam Frost (acting headteacher)
Website	www.yerbury.islington.sch.uk
Date of previous inspection	July 2009 under section 5 of the Education Act 2005.

Information about this school

- The deputy headteacher was appointed as the acting headteacher in September 2022. The headteacher was not available during the inspection.
- The school does not currently use any alternative provision.

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.
- Inspectors met with the acting headteacher, senior leaders and members of staff.

- Inspectors held a telephone call with the headteacher.
- Inspectors met with members of the governing body, including the chair. They also held a telephone call with a representative of the local authority and the school improvement partner.
- Inspectors carried out deep dives in reading, mathematics, physical education, music and history. For each deep dive, inspectors discussed the curriculum with leaders, visited lessons, spoke with teachers, discussed with pupils about their learning and scrutinised samples of pupils' work. They also considered the curriculum in other subjects.
- Inspectors considered a wide variety of school documents, including those related to behaviour.
- Inspectors considered the views of parents, staff and pupils, including responses to Ofsted's online surveys.
- Inspectors spoke to several members of staff to gather their views about the school.
- Inspectors reviewed the school's safeguarding policies, scrutinised the single central record and checked the school's procedures for the safe recruitment of staff.

Inspection team

Phil Garnham, lead inspector	His Majesty's Inspector
Tom Canning	Ofsted Inspector
Karen Jaeggi	Ofsted Inspector

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