

Inspection of a good school: Weston Park Primary School

Denton Road, Hornsey, London N8 9WP

Inspection dates:

28 February and 1 March 2023

Outcome

Weston Park Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Parents, carers and pupils alike are effusive in their praise for this friendly community school. Pupils like that their school is small, and everyone knows each other well. Parents typically described the school as a caring and nurturing place where their children thrive.

Pupils are kept safe and said that they feel well cared for at school. This is because working relationships are strong, and staff know pupils and their families well. For example, pupils are warmly greeted by staff every day at the gate. This helps leaders to check on pupils' well-being. Staff manage the rare incidences of bullying swiftly and effectively. Pupils are confident to share any concerns or worries that they have with their teachers.

Pupils follow a broad and carefully considered curriculum. Leaders have high expectations for pupils, who behave well, work hard and produce work of high quality in different subjects. Pupils are very well prepared for the next stages of their learning.

The curriculum is designed to develop pupils' resilience and communication skills. For example, the nursery provides a rich and stimulating environment for children to explore and talk about their learning in the sand kitchen and sensory garden.

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

Leaders have developed an ambitious and aspirational curriculum. They have made sure that it matches what is expected nationally. Across the curriculum, leaders have expertly identified and sequenced the important knowledge, skills and vocabulary that pupils need to learn. They make sure that the curriculum helps pupils to deepen their understanding in different subjects over time. For example, in mathematics, children in the early years learn different ways of making numbers. This prepares them well for when they learn

about multiplication, division, fractions and ratio later on. Similarly, in history, children in Reception Year learn about the concepts of past, present and future. This foundation helps them to be ready to understand the order of important historical events from beyond their living memory, for instance when they study ancient civilisations in key stage 2.

Teachers use assessment effectively to check what pupils have learned. This means any errors or misconceptions are swiftly identified and addressed. As a result, pupils deepen their understanding in different subjects and are well supported to tackle more-challenging ideas. Pupils achieve very well across a range of subjects.

Leaders prioritise pupils' early reading. Staff are well trained to deliver the agreed phonics programme with precision and consistency. Pupils who struggle to read are swiftly identified and well supported to catch up with their peers. As a result, pupils develop as accurate, fluent and confident readers. Pupils enjoy reading and being read to. They engage positively with a range of ambitious texts that help them understand different subjects. For example, pupils read 'The Legend of Gilgamesh' to enhance their understanding of ancient civilisations. Similarly, older pupils study 'Goodnight Mr Tom' as part of their study of the Second World War. Pupils also enjoy participating in the school's 'big read' where each class reads together.

Leaders ensure that pupils with special educational needs and/or disabilities are identified and well supported. Teachers make appropriate adaptations so that all pupils learn the same curriculum as their peers whenever possible.

Pupils' behaviour and attitudes are highly positive. They are engaged and enthusiastic learners in the classroom and play sensibly together at breaktimes. Pupils are kind and supportive to one another and very respectful towards adults.

Leaders ensure that there are lots of opportunities aimed at encouraging pupils to develop their talents and interests. For example, pupils get to participate in many clubs, including for music and sports. The taught curriculum is enhanced through a well-thought-through programme of visits such as trips to the theatre and art galleries. Pupils also take on additional responsibilities, and staff encourage them to help others. For example, pupils regularly raise money for local and national charities.

Staff value the support and development that they receive from leaders. They appreciate the way that leaders consider their well-being and take steps to support their workload.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is well managed. Leaders have ensured all staff are well trained to recognise signs a pupil might be at risk of harm. Staff know how to report any concerns they may have and do this swiftly.

Leaders work well with the local authority and other external agencies. They are rigorous in securing the right support for pupils and their families. For example, close work with mental health organisations has secured support for pupils' emotional well-being.

Through the curriculum, pupils are taught how to keep themselves safe and about how to maintain good physical and mental health.

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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in November 2012.

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	102130
Local authority	Haringey
Inspection number	10255487
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Appropriate authority	The governing body
Chair of governing body	Richard Woff
Headteacher	Katie Coombes
Website	www.westonparkprimary.org.uk
Date of previous inspection	10 October 2017, under section 8 of the Education Act 2005

Information about this school

- Leaders do not currently make use of any alternative provision.
- The school operates its own breakfast and after-school club.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in early reading, mathematics and history. To do this, they met with subject leaders, had discussions with staff and pupils, visited lessons and looked at samples of pupils' work. The inspector also considered the curriculum in other subjects as part of this inspection.
- The inspector scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- The inspector met with senior leaders, a selection of subject leaders, teachers, and support staff.
- The inspector met with members of the governing body, including the chair of governors and spoke to a representative from the local authority.

- The inspector reviewed the arrangements for safeguarding by scrutinising records and through discussions with staff and pupils.
- The views of pupils, parents and staff were considered through discussions and looking at information collected from Ofsted's online surveys.

Inspection team

Una Buckley, lead inspector

His Majesty's Inspector

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