

# Inspection of a good school: Northwold Primary School

Northwold Road, Clapton, London E5 8RN

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Inspection dates:

20 and 21 April 2023

## **Outcome**

Northwold 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?**

Pupils at Northwold are well supported and happy. Leaders have engendered a strong sense of purpose and confidence throughout the school. Pupils show this through the way that they engage with each other, staff and visitors. The clear structures and routines ensure that pupils feel safe and are kept safe by adults who know them well.

All staff have consistently high expectations for every pupil, both academically and socially. The curriculum is ambitious. Pupils are well prepared for the next stage of their education. Leaders have focused specifically on developing pupils' language. From the early years onwards, pupils enjoy learning new words, and have a well-developed vocabulary that they use confidently when speaking about different topics across the curriculum.

Pupils behave very well. They are respectful to one another and seek to support their peers in lessons and in the playground. Pupils are keen to do well, and are confident to try hard and learn from their mistakes. They trust their teachers to help them deal with difficulties, should they arise.

Alongside the taught curriculum, pupils access a range of stimulating experiences, such as regular visits to museums and other places of interest. They are proud to take on extra responsibilities, such as being eco-warriors.

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

Leaders have created an ambitious and comprehensive curriculum that meets, and often exceeds, national expectations. In all subjects, the key building blocks of knowledge that pupils need to learn and remember have been carefully selected. Leaders have sequenced these so that pupils return to practise and embed important ideas. This helps pupils to

secure and embed a rich body of knowledge and prepares them well for what they will learn next. For example, in mathematics, children in the Nursery develop their understanding of simple fractions by cutting fruit and vegetables into halves. This early foundation helps older pupils to understand more complex fractions later. Similarly, in history, younger pupils develop a chronology of how transport has developed over time. This knowledge helps older pupils to understand the significance of steam travel on work and leisure time in Victorian Britain.

Pupils' reading is a priority. The agreed phonics programme is implemented with precision. This is because staff have been well trained. Leaders check pupils' reading thoroughly. This enables them to identify those who are falling behind quickly. Additional support to catch up is well targeted to pupils' needs. As a result, pupils become fluent and expressive readers.

Teachers have very well-developed subject knowledge. This enables them to set tasks and activities that align closely with the ambition of the curriculum. They check regularly that pupils understand what they have learned. This ensures that any errors or misconceptions are swiftly identified and corrected.

Pupils with special educational needs and/or disabilities are identified quickly. Their needs are communicated clearly to staff. This enables teachers to adapt tasks and resources to support pupils to access the same curriculum as their peers wherever possible.

Behaviour in classrooms and around the school is very positive. This is because staff have consistently high expectations, and communicate these clearly. Pupils understand what is expected of them and act accordingly. The curriculum has been designed to develop pupils' understanding of acceptable behaviour. For example, two-year-olds in the Nursery provision learn to sit attentively, listen and play well together. Pupils are kind and courteous towards each other. They demonstrate confidence and positive attitudes to their learning.

Leaders have put in place a varied programme of experiences to support pupils' wider development. For example, pupils participate in musical performances and represent their school in sporting, debating and spelling competitions. Older pupils engage in writing workshops with published authors. A carefully planned curriculum ensures that pupils learn about ideas such as democracy, as well as the importance of celebrating diversity and challenging discrimination.

Staff value the increased opportunities that they have to develop professionally and work with colleagues from other settings. They feel that leaders help them to manage their workload and well-being effectively.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff, and those responsible for governance, are well trained to understand their roles and responsibilities in safeguarding pupils. As a result, staff know what signs might indicate pupils are at risk of harm and know how to report such concerns.

Leaders work closely with families and external agencies to secure the right help for pupils and their families.

Pupils are taught how to keep themselves safe, including when online. The curriculum has been designed to help pupils understand what constitutes safe and respectful relationships. Pupils also learn about the importance of maintaining good mental and physical 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 first ungraded inspection since we judged the school to be good in June 2017.

## 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>	141576
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10240736
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	350
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Marcia Douet
<b>Headteacher</b>	Maureen Okoye
<b>Website</b>	<a href="http://www.northwoldschool.com">www.northwoldschool.com</a>
<b>Dates of previous inspection</b>	27 and 28 June 2017, under section 8 of the Education Act 2005

## Information about this school

- Northwold Primary School became part of the Arbor Academy Trust in January 2020.
- Leaders do not currently use any alternative provision.
- The school has provision for two-year-olds.

## 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 pupils' work. Other subjects were considered 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 with 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 through looking at responses to Ofsted's online surveys.

### **Inspection team**

Una Buckley, lead inspector

His Majesty's Inspector

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