

Inspection of William Patten Primary School

Stoke Newington Church St, London N16 0NX

Inspection dates: 11 and 12 October 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 under section 5 of the Act since December 2012.

What is it like to attend this school?

Leaders have very high expectations of all pupils. They encourage pupils to be kind and respectful. Pupils are highly motivated and excited to learn.

Leaders ensure that pupils achieve the best academic outcomes possible. This includes those with special educational needs and/or disabilities (SEND). Leaders fully include pupils in school events and activities. One parent or carer, typical of many, said, 'My children are supported in their creative, musical and sporting interests as well as their academic education.'

Pupils meet teachers' expectations of excellent behaviour. They learn in a calm and orderly school environment. Pupils are kept safe. Teachers establish high expectations, starting right from the beginning of the early years. In Nursery, for example, children learn to take turns and help each other.

Leaders have planned a personal development programme that ensures all pupils take part in educational visits within and beyond the school day. The school also organises a wide range of clubs, which are very well attended. These include fencing, gymnastics, girls' football and hip-hop street dancing. Leaders arrange a variety of opportunities for pupils to be involved in supporting the school's work. For example, each year pupils can write a manifesto for election as an eco-champion or as a member of the school council.

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

Leaders have designed a comprehensive curriculum which is continually refined. Across all subjects, and in the early years, leaders have identified the key knowledge and skills that pupils should learn. The school's curriculum thinking enables teachers to deliver a highly ambitious curriculum for all pupils. In science, for example, pupils develop a secure understanding of complex ideas such as photosynthesis. In the early years, activities advance children's knowledge and social skills. Teachers help children to practise words and expand their vocabulary. Staff are very supportive of leaders' efforts to improve the quality of education. Leaders take account of their workload when making decisions.

Leaders know the key vocabulary that pupils should learn and remember across the curriculum. Subject leaders communicate this to all teachers. For example, pupils in Year 6 described their understanding of computer science algorithms. They explained how they had built up this knowledge since the beginning of Year 1.

Subject leaders are very knowledgeable. They support teachers to deliver the curriculum to a very high standard. The school makes sure that pupils understand what they have learned. At the beginning of each topic, teachers check that pupils have the required knowledge. This reinforces pupils' understanding. Teachers reteach any important knowledge that is not secure before teaching new material. Pupils' work is of a consistently high quality. Pupils consistently achieved well in their

end of Year 6 reading and mathematics tests before the pandemic. These strong outcomes continued when national tests resumed.

The early reading curriculum is very effective. Teachers inspire a love of reading in pupils. They do this through activities such as exciting storytelling. Teachers adapt resources and teaching for pupils with SEND when needed. Leaders regularly assess pupils' reading fluency. They provide pupils with extra practice time if needed. Where necessary, pupils receive 'fast track' support. This improves pupils' reading confidence and fluency through short, daily sessions. The school provides information and guidance for parents so that they can help their children to read at home.

The school meets the needs of pupils with SEND. Staff make sure to include pupils with SEND, for example during class discussions. They check that pupils with SEND understand what they are taught and that they learn all that they should. Leaders work carefully with external agencies, such as the local authority, to provide any specialist help that pupils with SEND may need.

Pupils behave maturely and sensibly. Leaders ensure that pupils know their expectations during all parts of the school day, for example when in the canteen. The school supports pupils who may find it harder to reach the highest standards of behaviour. Leaders provide these pupils with high-quality support to help them to manage and adapt their behaviour successfully. Leaders prioritise pupils' and staff's well-being.

The school plans rich and varied educational visits. The programme extends pupils' knowledge across all parts of the curriculum. For example, pupils in Year 6 recently visited the zoo. Through this visit, they deepened their understanding of different categories of animals, such as vertebrates and invertebrates. Regular visitors to the school include actors, artists, scientists and musicians. These visitors also help pupils to expand their knowledge of the world of work.

Leaders and the governing body continually look for ways to raise standards even higher. They challenge and help all members of the school community to achieve their best.

Safeguarding

The arrangements for safeguarding are effective.

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 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	130932
Local authority	Hackney
Inspection number	10293255
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	433
Appropriate authority	The governing body
Chair of governing body	Carol Lees
Headteacher	Karen Law
Website	www.willimpatten.hackney.sch.uk
Date of previous inspection	12 December 2012, under section 5 of the Education Act 2005

Information about this school

- The school uses no alternative providers.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and other senior leaders, for example including those with responsibility for pupils with SEND.
- Inspectors met with a representative from the local authority.
- Inspectors carried out deep dives in early reading, mathematics, science and computing. For each deep dive, inspectors discussed the curriculum with subject

leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of their work.

- Inspectors also spoke to leaders about the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the respective responses to Ofsted Parent View and the online surveys for staff and pupils.

Inspection team

Guy Forbat, lead inspector	His Majesty's Inspector
Daniel Burton	Ofsted Inspector
Ben Carter	Ofsted Inspector
Madeleine Gerard	His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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