

# Inspection of Priestmead Primary School and Nursery

Hartford Avenue, Kenton, Harrow, Middlesex HA3 8SZ

---

Inspection dates: 13 and 14 December 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

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

The associate headteacher of this school is Amy Creamer. This school is part of The Pegasus Partnership Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sash Hamidi, and overseen by a board of trustees chaired by Aliya Dhanji. There is also an executive headteacher, Sash Hamidi, who is responsible for this school and one other.

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

The school is a vibrant and joyful place. Pupils say that they love coming to school and parents and carers echo this. The school is truly at the heart of its community. Its success is underpinned by respectful working relationships. All pupils, including those with special educational needs and/or disabilities (SEND), flourish academically and socially.

The trust has high expectations of what all pupils can achieve. The curriculum is ambitious and teaching supports pupils to know more and remember more. This results in pupils being exceptionally well prepared for secondary school.

The school has very high expectations of how pupils behave. Adults make these expectations clear, supporting all pupils to meet them. Excellent systems and highly effective staff training ensure that these expectations are delivered consistently. As a result, pupils' behaviour is exemplary.

Leaders make sure that pupils are kept safe at school. Pupils spoke confidently about being able to talk to 'five trusted adults' should they have a concern. They know these people would take any concerns seriously and resolve them. Pupils enjoy the opportunities they have, such as interesting visits and a wide range of clubs. They are proud of the roles they hold, such as 'Rights Respecting Ambassadors', prefects and sports leaders.

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

Leaders' excellent curriculum has been well planned so that pupils' learning builds over time. The school has carefully identified the essential knowledge and skills pupils need to know and remember. Teachers present information clearly and consistently. They use effective strategies to help secure this learning in pupils' long-term memory. The trust places great value on developing its staff. Staff at all levels speak highly of the professional development they receive. Staff recognise that curriculum changes over the last few years have not only improved the offer for pupils but also reduced their workload.

The school ensures that key content that pupils need to know is identified precisely. For example, in history, pupils deepened their understanding that the Magna Carta was one of the first attempts to curb the power of the monarchy. Staff enabled pupils to link this understanding with how our current democratic system works. Support for pupils with SEND is highly effective; teachers adapt their teaching optimally. Pupils from the specially resourced provision integrate in many lessons and succeed alongside their peers. All pupils achieve exceptionally well.

Teachers are highly skilled at identifying and addressing gaps in pupils' learning. For example, in mathematics, teachers ask targeted questions to check pupils' understanding. This proficient use of assessment ensures that any pupils that may fall behind are quickly given the help they need to keep up.

The trust is determined that every pupil will become a confident, avid reader. Right from early years, children engage with books enthusiastically. For example, in Reception, children vote for which book they want the teacher to read at story time. Staff receive excellent training to deliver the phonics programme expertly. Pupils therefore learn the sounds that letters make securely. There is a comprehensive catch-up programme to ensure that all pupils become fluent readers. The school ensures that pupils are exposed to a diverse range of books during their time at the school, including modern classics and Shakespearean sonnets.

Pupils across the school receive strong support to develop key knowledge and skills very well. For example, children in early years choose their own resources and tidy them away. Staff help pupils to develop an efficient pencil grip and learn to work collaboratively. This means pupils are fully ready for their future education and next steps.

Routines are exceptionally well embedded across the school. This, along with pupils' excellent attitudes and high levels of motivation, means that learning time is maximised. Leaders ensure that they oversee pupils' attendance very carefully.

The trust makes sure that there are extensive opportunities for pupils to experience character-building activities. These enrichment activities are carefully thought out. Movie night, a school sleepover and short residential outings prepare pupils for the popular Year 6 water sports trip. Pupils talk of being 'ready, respectful and safe'. Staff encourage pupils to understand discrimination. Pupils therefore explain that there is no place for discrimination of any sort in this diverse school. All this builds an environment where pupils want to learn and to spend time. This contributes to the school's high attendance rates.

The school makes sure that it provides strong emotional and well-being support for staff, pupils and families. Staff promote the importance of pupils staying physically and mentally healthy, for example through the benefits of exercise and healthy eating.

## **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 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' 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

<b>Unique reference number</b>	146750
<b>Local authority</b>	Harrow
<b>Inspection number</b>	10290347
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	877
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Aliya Dhanji
<b>Headteacher</b>	Sash Hamidi (executive headteacher) Amy Creamer (associate headteacher)
<b>Website</b>	<a href="http://www.priestmead.theppt.co.uk">www.priestmead.theppt.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school has specially resourced provision for up to 12 pupils with autism.
- The school does not currently use any alternative provision.
- The school runs a breakfast club and an after-school club.

## 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 met with the executive headteacher, the associate headteacher, other school leaders and staff, members of the board of trustees, members of the local stakeholder group and a representative from the local authority.

- Inspectors carried out deep dives in these subjects: early reading and phonics, history, art, mathematics and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff, pupils and parents; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and around the school at less formal times. Inspectors looked at records of behavioural incidents as well as attendance figures and spoke to pupils, parents and staff to gain their views on behaviour.
- Inspectors considered other documentation, including trust and local stakeholder group minutes, the school development plan and reports from the local authority adviser. They also looked at documents relating to pupils' personal development and held meetings with relevant staff in this area.
- Inspectors took account of the responses to the staff survey and Ofsted's online survey, Ofsted Parent View, including the free-text comments. Inspectors spoke also with parents at the start of the day.

### **Inspection team**

Jeanie Jovanova, lead inspector	Ofsted Inspector
Alison Martin	Ofsted Inspector
Karen Jaeggi	Ofsted Inspector
Alex Hayes	Ofsted Inspector
Robert Grice	His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023