

# Inspection of Northwold Primary School

Northwold Road, Clapton, London E5 8RN

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Inspection dates:	10 and 11 December 2024
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	Good

The headteacher of this school is Bronwen Chalmers. This school is part of Arbor Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Maureen Okoye, and overseen by a board of trustees, chaired by Marcia Douet. There is also an executive principal, Jason Cook, who is responsible for this school and three others.

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

This is an inclusive school where pupils are supported to thrive together. The curriculum is ambitious in all subjects. Pupils love learning here and achieve exceptionally well academically and personally. This includes pupils with special educational needs and/or disabilities (SEND). Children joining the Nursery settle quickly into the routines. Parents and carers praise the warm and friendly approach of staff.

The school community treat each other with courtesy and respect. Visitors receive a warm welcome. Bullying is never tolerated. Pupils are actively involved in school improvement. They elect their own prefects who help to ensure a calm environment around the school. Older pupils, the 'lunch bunch', help make lunchtime a special experience.

Pupils are very well prepared for the next stage of their education. There are many opportunities for memorable learning experiences through the wide range of trips and visits. Pupils build skills and confidence through the regular performances and competitions. These include the 'micro musical' and talent shows. In Years 3 to 6, pupils learn an instrument, such as the violin or ukelele, and many sit graded exams. Pupils develop their citizenship through voting, charity work and contributing to their school community. These contributions are recognised through the citizenship awards.

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

There is an exceptionally clear, well-sequenced and ambitious curriculum. This supports pupils to become knowledgeable and confident learners. Pupils are highly motivated in lessons and do very well in national curriculum tests. This is a result of the high priority given to ensuring pupils develop fluency in reading, writing and mathematics. The school gives equally high priority to the arts and humanities, where pupils make excellent progress through the curriculum. It has carefully considered which opportunities will support and enhance pupils' learning. For example, the school works closely with organisations and individuals with specific musical expertise. This greatly enhances pupils' awareness and appreciation of music.

The school is successful in cultivating a love of learning. In science, pupils talk with great interest and excitement about the experiments they conduct. This begins in the early years, where children are encouraged to be curious and work together to solve problems. As they move up the school, pupils learn to think independently and to make connections in their learning. For example, in Year 6, pupils draw on their knowledge of the geography of Europe when taking part in debates on current affairs. They talk about the economy and currency in sophisticated ways. Pupils with SEND access the same ambitious curriculum. This is because staff are skilled at identifying their needs promptly and adapting the curriculum to reflect this.

Staff praise the training and support that they receive from leaders and colleagues, including from the trust. Teachers have strong subject knowledge. This ensures that information is presented clearly. In lessons, teachers ask thoughtful and probing questions

which helps to check pupils' understanding and move them forward. Teachers are successful in ensuring that pupils keep up, rather than catch up.

Behaviour is excellent and pupils attend well. Pupils value their education highly and feel a great sense of responsibility towards their school. They know that teachers act in their best interests. Pupils are supportive of their peers, including those with SEND. This is because the school successfully maintains a highly inclusive culture.

Reading is a priority across the school. In the early years, staff develop children's spoken language through rhymes and songs. This helps them become familiar with new words and sounds. In Reception, children secure key phonics knowledge quickly. They read books and texts at their decodable level with increasing fluency. Pupils who need additional help to become confident readers are identified quickly. The support that they are given is highly effective. Through daily shared reading, pupils explore a range of authors, writing styles and types of texts. There are many reading events, including author visits and book fairs which introduce pupils to new ideas and experiences.

The provision for pupils' personal development is exceptional. Pupils learn the conventions of discussion and debate. They develop their skills and confidence through regular presentations and performances. There is a well-sequenced and highly ambitious curriculum for personal, social, health and economic education. Pupils develop a strong knowledge of citizenship in the United Kingdom and globally. In addition to the required curriculum, pupils explore philosophical concepts and ideas and extend their knowledge of aspects such as justice and fairness. They learn about children's rights and that not all children have the same opportunities as they do. Pupils are knowledgeable about, and respectful of, different faiths and beliefs.

## **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>	141576
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10323405
<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>	298
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Marcia Douet
<b>CEO of the trust</b>	Maureen Okoye
<b>Headteacher</b>	Bronwen Chalmers
<b>Website</b>	<a href="http://www.northwoldschool.com">www.northwoldschool.com</a>
<b>Dates of previous inspection</b>	20 and 21 April 2023, under section 8 of the Education Act 2005

## Information about this school

- The school has provision for 2-year-olds.
- The school is part of a multi-academy trust, the Arbor Academy Trust.
- The school run a breakfast and after-school club on the school premises.
- The school does not currently use alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the chief executive officer, other leaders and a range of staff. They also met with members of the local governing body and the board of trustees and spoke with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, science, design and technology, geography and music. 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 discussed the curriculum in some other subjects.
- Inspectors scrutinised a wide range of documents, including those related to pupils' wider development, behaviour and attendance. They also observed pupils' behaviour in lessons, around school and during lunchtime.
- To evaluate the effectiveness of safeguarding, 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.
- The inspector gathered the views of parents and carers, pupils and staff through both discussions and responses to Ofsted's online surveys.

## **Inspection team**

Polly Haste, lead inspector

His Majesty's Inspector

Shriti Bellare

Ofsted Inspector

Phil Garnham

His Majesty's Inspector

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