Inspection of Delta Primary School

206A Nightingale Road, Edmonton, Enfield N9 8PT

Inspection dates:	11 and 12 March 2025
The quality of education	**Outstanding**
Behaviour and attitudes	**Outstanding**
Personal development	**Outstanding**
Leadership and management	**Outstanding**
Early years provision	**Outstanding**
Previous inspection grade	Requires improvement

The executive headteacher of this school is Sarah Roberts. This school is part of Connect Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Androulla Nicou, and overseen by a board of trustees, chaired by Alex Monk.

What is it like to attend this school?

Pupils flourish in this warm and welcoming school community. Strong, nurturing relationships between staff and pupils help pupils to feel safe and valued. Every pupil is given the opportunity to succeed, develop confidence and a love for learning. The school maintains high academic ambitions alongside a calm and purposeful environment. As a result, pupils achieve exceptionally well, regardless of their starting points.

The school fosters a strong sense of belonging. Pupils take pride in their responsibilities and are eager to make a difference. They recognise the importance of contributing, which strengthens their commitment to school life. The school values of 'kindness, responsibility, respect and resilience' are deeply embedded in every aspect of daily life. Pupils proudly say, 'kindness is our superpower,' and demonstrate it through their actions each day.

Pupils' behaviour is exemplary. They are highly motivated and respect each other's right to learn. The school prioritises rewarding positive behaviour and celebrating pupils' successes. Around the school, pupils are considerate of one another and their surroundings. As one pupil shared, 'Everybody is different, and everyone is treated the same.' This reflects the school's supportive and inclusive culture, where all individuals are valued and treated fairly.

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

The school has designed a highly ambitious curriculum for pupils, including those with special educational needs and/or disabilities (SEND). It thoughtfully selects the vocabulary and skills that pupils need to learn. Pupils develop exceptionally detailed knowledge across the curriculum, which they recall with ease. The curriculum is sequenced well from the early years onwards. This enables pupils to build on their prior learning. For example, in French, children in Year 3 write simple sentences, focusing on masculine nouns. By Year 6, pupils produce extended pieces of writing and use plurals accurately. Similarly, children in Reception engage in mark-making and experiment with different types of media. By Year 6, they use these skills in art and design to express moods and feelings through their choice of texture.

High-quality training ensures that staff build subject expertise and present knowledge clearly. Teachers check pupils' understanding carefully. They routinely identify and correct any errors or misconceptions. This helps pupils to develop a depth of knowledge and understanding across different subjects.

The school fosters a love of reading across all year groups. Staff are well trained in the agreed phonics programme. They teach and model sounds with precision. Regular checks on pupils' learning allow staff to identify and address any gaps in pupils' phonics knowledge. Staff provide books which match the sounds that pupils are learning, ensuring that pupils are well supported to decode and read fluently. The school selects ambitious texts to expose each year group to a broad and rich range of literature.

The school swiftly identifies pupils with SEND. Staff receive regular training to support these pupils effectively. Pupils benefit from personalised support, including high-quality interactions with staff. As a result, pupils with SEND progress very well through the curriculum.

Pupils behave exceptionally well throughout the school because expectations are clear and consistently applied. Staff plan playtimes carefully to allow pupils to engage sensibly in a range of activities. From the early years, children develop a focused attitude towards their learning and treat others with respect. The school remains unwavering in its commitment to high attendance and actively engages with parents and carers to support this goal. This engagement has had a strong impact on improving attendance and reducing persistent absence this academic year.

The school has developed a highly aspirational personal development programme. Pupils are encouraged to share their ideas for school improvement through various leadership roles. For instance, the 'Delta Parliament' takes responsibility for school enhancements, such as designing playground improvements. Trained 'Games Makers' support their peers by helping to resolve minor disagreements. This approach empowers pupils to actively contribute to their school community while embodying the school's core values.

The personal, social, and health education curriculum fosters empathy and an understanding of other faiths and cultures. As a result, pupils develop a strong understanding of fundamental British values. From the early years, pupils engage in a wide range of activities designed to help them to build confidence and develop their interests. These include performances during assemblies, poetry recitals and events that celebrate diversity.

Since the last inspection, the governors, together with the trust, have implemented robust actions to strengthen the school. They have provided high-quality professional development for staff, who express exceptional positivity about the support that they receive. Leaders at all levels prioritise staff well-being, keeping it at the heart of their decision-making. As a result, staff take great pride in being part of Delta Primary.

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

Unique reference number	145955
Local authority	Enfield
Inspection number	10346064
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	118
Appropriate authority	Board of trustees
Chair of trust	Alex Monk
CEO of the trust	Androulla Nicou
Headteacher	Sarah Roberts (Executive headteacher)
Website	www.deltaprimary.org
Dates of previous inspection	5 and 6 October 2022, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school is part of the Connect Education Trust.
- The school runs its own after-school club.
- The executive headteacher joined the school in January 2023.
- The school is much smaller than the average-sized primary school.

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.
- The inspectors met with senior leaders, teaching staff, representatives from the trust and the local governing body.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and geography. 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 some other subjects.
- The inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for school improvement.
- 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.
- The inspectors took account of the views of pupils, parents, and staff, as gathered through discussions and Ofsted's surveys.

Inspection team

Karen Kent, lead inspector	His Majesty's Inspector
Karyn Ray	Ofsted 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2025