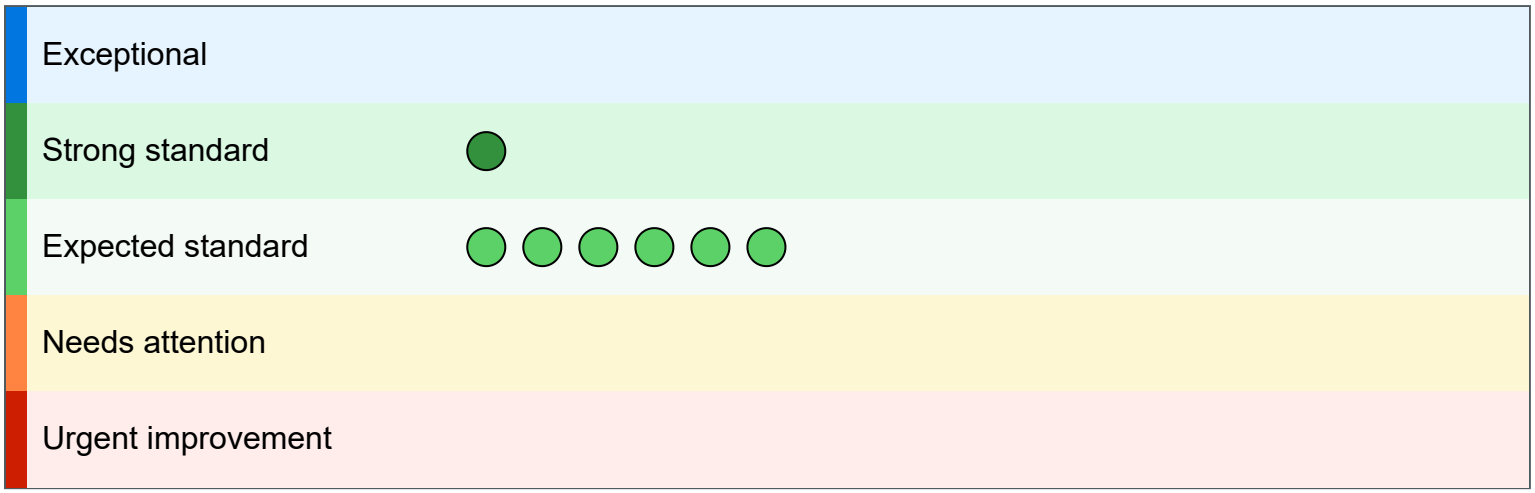
Elsley Primary School

Address: Tokyngton Avenue, Wembley, HA9 6HT

Unique reference number (URN): 101519

Inspection report: 16 June 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Personal development and wellbeing

Strong standard

Leaders have established a broad, coherent and highly sequenced personal development programme that extends well beyond the taught personal, social, health and education curriculum. The programme is responsive to the needs of the school community and is reinforced through assemblies, enrichment opportunities, leadership roles and wider experiences. The programme is ambitious and provides pupils with progressively challenging opportunities that develop resilience, confidence and independence over time. For example, extended-day activities in the early years and key stage 1, progressing to overnight camping experiences in Year 4 and residential visits in Years 5 and 6. Pupils become more independent, develop stronger friendships and acquire practical life skills, such as shelter building and campfire construction.

Leaders monitor participation rates of pupils very carefully and take purposeful action to remove barriers for vulnerable pupils, including pupils with special educational needs and/or disabilities, and disadvantaged pupils. Pupils thrive, grow in confidence. The high rates of pupil engagement make a positive and significant difference to many pupils who participate in these experiences.

Staff enable pupils to acquire deep personal development knowledge and apply this learning in real-life contexts. As a result, pupils demonstrate high levels of understanding of important aspects of personal safety and healthy relationships. For example, pupils spoke confidently about how to stay safe online and explained strategies for resolving disagreements respectfully and listening to the views of others. The school has very well embedded work to develop pupils' social and emotional understanding.

Pupils benefit from extensive opportunities to develop leadership, responsibility and active citizenship. Leadership roles, including school council representatives, digital leaders, climate ambassadors and farm leaders, enable pupils to make meaningful contributions to school life. The programme contributes effectively to pupils' understanding of equality, diversity and life in modern Britain. Alongside this, pupils have access to a wide range of clubs and enrichment activities, including sports, performing arts, music and computing-related opportunities. Leaders actively monitor participation and provide practical and financial support, where required, to ensure that opportunities are accessible to all pupils.

Expected standard

Achievement

Expected standard

Pupils develop secure knowledge and skills across a range of subjects. This is reflected in national tests and assessments. Pupils including disadvantaged pupils, achieve as well as others nationally. Pupils with special educational needs and disabilities achieve well due to the close attention that is given to reducing their barriers to learning. For example, staff make appropriate adaptations to the curriculum, including the use of assistive technology.

In other subjects such as science, for example, pupils' responses and work reflect increasing complexity and accuracy over time. In writing, pupils produced extended pieces successfully because they have secured the expert knowledge necessary to do so. In mathematics, pupils demonstrate secure understanding and apply a range of calculation strategies confidently, when solving increasingly complex problems. Younger pupils gain a secure grounding in key skills, such as phonics, handwriting and number. This forms a solid foundation on which older pupils can build.

Attendance and behaviour

Expected standard

Pupils enjoy coming to school. Leaders have established close and positive relationships with parents and carers. This begins before pupils arrive at the school, including the many pupils joining throughout the school year. Leaders have taken decisive and well-targeted action to improve attendance. Leaders quickly identify any barriers to attendance. Bespoke support is put in place for these pupils and their families, many with complex needs. This support is effective in helping pupils to improve their attendance and to reduce persistent absence rates. Attendance is now close to the national average for most groups of pupils.

Pupils behave well and display positive attitudes towards school. Pupils have highly positive relationships with adults promoting a culture, where respect, listening to others and resolving disagreements are actively encouraged. In classrooms, pupils display an eagerness to learn. They demonstrate positive attitudes to learning, listen attentively and interact respectfully during social times. Bullying or discrimination very rarely happens. If it does happen, pupils are confident that it would be dealt with swiftly and effectively. The school values are reinforced regularly, which shape respectful behaviour across the school. Staff make appropriate adjustments for pupils who struggle to regulate their behaviour, ensuring that these pupils can participate successfully.

Curriculum and teaching

Expected standard

Leaders have developed a rich and ambitious curriculum adapted to meet the needs of pupils with special educational needs and/or disabilities (SEND). It provides teachers with clear guidance on what pupils should learn and when this should happen. The curriculum is built on firm foundations for later learning. The emphasis on reading, writing and number means that pupils are able to access learning across all subjects with confidence.

The curriculum supports pupils in developing knowledge cumulatively over time. In mathematics and writing, pupils benefit from carefully structured teaching, effective questioning, modelling and opportunities to practise and apply prior learning. However, there is some variation in curriculum implementation across some subjects. This limits the deeper knowledge and understanding of pupils in these subjects.

Teachers use assessment strategies well to check pupils' understanding of the curriculum. They identify pupils' mistakes and address gaps in pupils' knowledge quickly. Pupils who find learning difficult are helped to catch up so that no-one is left behind. Teachers understand pupils' barriers to success. They use this knowledge to adapt tasks and activities so that pupils access the curriculum and learn all that is intended. For example, teachers

ensure that pupils who have recently joined the school and speak English as an additional language quickly gain sufficient vocabulary to succeed.

Early years

Expected standard

Children are warmly welcomed into the early years. Nursery routines are well defined and ensure that children thrive and receive effective support to develop their independence. Successful inclusion strategies underpin every aspect of school life. Leaders quickly identify children who require additional help with their learning, especially those new to the school. They consider the help and resources that pupils with special educational needs and/or disabilities need so that they learn alongside their peers successfully. Leaders are keen to utilise every minute of the day so that children are happy and achieve well.

Teaching is carefully planned and sequenced to build children's skills sequentially. For example, in music, staff enable children to practise keeping to time while listening to percussion. Children participate enthusiastically and listen to each other during turn-taking. A carefully chosen range of effective interventions target the high number of pupils, who join the school with low starting points. A number of strategies are in place to strengthen the provision further, such as for children's early writing skills. The school has close links to the local Wellbeing Centre to prioritise early help for vulnerable pupils and their families. This ensures that all children, including those who are known to social care, have someone to turn to when they are upset or worried.

Inclusion

Expected standard

Leaders ensure that pupils with special educational needs and/or disabilities (SEND) and those facing other barriers to learning can access both the curriculum and the wider experiences within the school. Leaders quickly identify pupils who require additional help with their learning. This includes pupils with complex, needs who are supported through a highly effective additional resource provision (ARP). Leaders carefully consider the help and resources that pupils with SEND need so that they learn alongside their peers successfully.

Pupils who join the school mid-year, including those arriving from overseas or with interrupted educational experiences, are assessed promptly and supported effectively to access learning and wider opportunities. Pupils, as a result, develop increased confidence, engagement and participation among pupils with SEND and care experience. Staff are well informed about the barriers that hinder some pupils' success. They are highly trained to support pupils to access learning, manage their emotions and develop independence.

Leaders place a high emphasis on inclusion within the wider personal development offer. Participation in enrichment activities, leadership opportunities and residential experiences is monitored carefully, particularly for vulnerable pupils. Leaders address barriers to learning through imaginative and effective use of resources, staff and adaptions to the curriculum. This includes the use of funding for disadvantaged pupils, which is used carefully.

Leadership and governance **Expected standard**

Leaders and governors demonstrate a clear understanding of the purpose and intended impact of the decisions they make in the best interests of pupils. They are ambitious for all pupils. They understand the school's community very well. This includes introducing a new writing approach, which has had a significant impact on pupils' expression and composition. Leaders have developed a coherent curriculum that reflects the context of the school and the needs of its pupils, while establishing systems to monitor participation and evaluate impact through pupil voice and ongoing, regular review.

Leaders articulate clearly the importance of a comprehensive personal development programme. They have ensured a rich and varied enrichment programme is in place to support pupils' holistic development. The school provides a range of opportunities, including residential experiences, leadership roles, careers activities and farm provision, that contribute to pupils' development.

Leaders act as strong role models for all staff and pupils. Staff mostly view the school positively, highlighting leaders' visibility, support and commitment to staff welfare. They access professional training, which is tailored to their development needs and career aspirations. Leaders work with other schools and professionals to support staff development and share expertise. However, there is some variation in staff views regarding communication, consistency of leadership practice and workload.

What it's like to be a pupil at this school

The school provides pupils with a sense of confidence, high aspirations and belonging in this highly inclusive environment. Pupils consistently described themselves as happy and safe in school and spoke positively about the care and support they receive from adults. They identify trusted adults and demonstrate confidence that any concerns will be listened to and addressed, including any rare instances of bullying. Staff encourage pupils to show ambition for their futures, readily discussing career aspirations and explaining how school experiences help prepare them for later life. Pupils develop the knowledge, understanding and character required to participate positively in society and prepare successfully for future stages of education.

Pupils and staff enjoy positive, respectful relationships. Staff provide pupils with a great sense of belonging so that they are kind, make friends and become confident. This contributes to a sense of community in the school. As a result, the school is a calm and purposeful environment, where pupils behave well and enjoy attending school regularly.

Pupils and children in the early years access a well-planned curriculum. Pupils achieve well and build their knowledge over time securely. They are well prepared for their next steps.

Staff promote the school's values of respecting, sharing, achieving and learning and reinforce these consistently, including through assemblies. This helps pupils to foster a sense of respect for people with different beliefs and backgrounds. Pupils speak positively about how their learning in subjects, such as religious education, helps them understand

different faiths and cultures. Opportunities to learn about fundamental British values are translated into meaningful experiences within school life. For instance, pupils understand democracy through their experiences of elections for leadership positions and school council representative.

All pupils access a wide range of opportunities beyond the taught curriculum. Alongside extensive sporting options, pupils join clubs that reflect their interests, including the arts, coding, music and sport.

Next steps

- Continue to embed the curriculum changes, the consistency of implementation of high-quality teaching in the wider curriculum, so that pupils' achievement continues to improve, particularly for disadvantaged pupils.

About this inspection

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty’s Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors met with the headteacher, deputy headteacher and the wider staff team during the inspection. The lead inspector met with governors of the school, including the chair of governors. The lead inspector spoke with a senior advisor from the local authority.

About this school:

The school is not currently using alternative provision.

The chair of the board of governors in this school is Sue Knowler.

Headteacher: Raphael Moss

Lead inspector:
Phil Garnham, His Majesty's Inspector

Team inspectors:
Helen Morrison, Ofsted Inspector
Edison David, Ofsted Inspector
Olly Wimborne, Ofsted Inspector
Sophie Chaloner, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 16 June 2026

School and pupil context

Total pupils

808
Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

840
Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

21.09%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.09%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

8.04%
Well below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

ASD - Autistic Spectrum Disorder

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	61%	Below
2024/25 (final)	68%	62%	Close to average
2023/24 (final)	34%	61%	Below
2022/23 (final)	46%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	74%	Below
2024/25 (final)	78%	75%	Close to average
2023/24 (final)	67%	74%	Below
2022/23 (final)	59%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	72%	Below
2024/25 (final)	81%	72%	Above
2023/24 (final)	38%	72%	Below
2022/23 (final)	65%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	73%	Close to average
2024/25 (final)	83%	74%	Above
2023/24 (final)	80%	73%	Close to average
2022/23 (final)	73%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	38%	46%	Close to average
2024/25 (final)	62%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	15%	46%	Below
2022/23 (final)	41%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	62%	Close to average
2024/25 (final)	76%	63%	Above
2023/24 (final)	46%	62%	Below
2022/23 (final)	59%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	59%	Close to average
2024/25 (final)	71%	59%	Above
2023/24 (final)	15%	58%	Below
2022/23 (final)	69%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	60%	Close to average
2024/25 (final)	71%	61%	Close to average
2023/24 (final)	62%	59%	Close to average
2022/23 (final)	69%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	38%	68%	-30 pp
2024/25 (final)	62%	69%	-7 pp
2023/24 (final)	15%	67%	-52 pp
2022/23 (final)	41%	66%	-26 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	59%	80%	-20 pp
2024/25 (final)	76%	81%	-5 pp
2023/24 (final)	46%	80%	-34 pp
2022/23 (final)	59%	78%	-19 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	52%	78%	-26 pp
2024/25 (final)	71%	78%	-7 pp
2023/24 (final)	15%	78%	-62 pp
2022/23 (final)	69%	77%	-9 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	80%	-13 pp
2024/25 (final)	71%	81%	-9 pp
2023/24 (final)	62%	79%	-18 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	69%	79%	-10 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.9%	5.2%	Close to average
2023/24 (3 term)	6.3%	5.5%	Above
2022/23 (3 term)	7.0%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	20.2%	13.0%	Above
2023/24 (3 term)	22.4%	14.6%	Above
2022/23 (3 term)	24.8%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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