

Inspection of a school judged good for overall effectiveness before September 2024: Neasden Primary School

Neasden Close, Wembley Park Avenue, Hull HU8 0QB

Inspection dates:

21 and 22 January 2025

Outcome

Neasden Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Katy Drinkall. This school is part of Humber 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), Rachel Wilkes, and overseen by a board of trustees, chaired by Graeme Brook.

What is it like to attend this school?

Adults at this school want the best for all pupils. Pupils are safe and enjoy coming to school. The school has high ambitions for pupils' education, including those with special educational needs and/or disabilities (SEND). These high ambitions are realised. As a result, pupils achieve well.

The school fosters a positive, inclusive culture with high behaviour expectations. These are consistently met by pupils. Pupils of all ages are extremely polite and kind to each other and adults.

Pupils take on leadership roles in the school. These include reading ambassadors and the school council. Through these roles, pupils actively contribute to school life and learn how they can have a positive impact on a community. Pupils learn how to keep themselves safe. They learn about road safety and water safety. Pupils know what to do if they have any concerns when online.

The school ensures that pupils have a clear grasp of fundamental British values. As a result, pupils understand why these values are important to society. The school provides a range of extra-curricular clubs. Pupils get the opportunity to develop their sporting and artistic talents. This includes learning gymnastics, the French horn and the clarinet.

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

The school ensures that pupils quickly become confident and fluent readers. Adults access effective training. They have a robust knowledge of phonics. They use this to accurately model the sounds that make up words. The school checks pupils' reading knowledge effectively. Pupils get the chance to revisit learning where needed, and this helps them to develop accuracy in their reading. Pupils practise reading by using books that include the sounds they learn in the classroom. Pupils enjoy reading these books, and they quickly begin to read new words accurately.

The school has in place an ambitious and well-considered curriculum that intends for pupils to achieve highly in all subjects. Staff use their strong subject knowledge to implement the curriculum well. They introduce new learning in a clear and concise manner. Pupils benefit from well-planned opportunities to reflect and build on their prior learning. These include group and peer discussion. Staff identify any gaps in pupils' knowledge and address misconceptions effectively. Pupils build up their knowledge securely over time and make strong progress through the curriculum. This happens in art, for example, where pupils revisit and learn more about famous artists year on year. Pupils behave very well in classrooms and are eager to develop their knowledge in different subjects. As a result, pupils' understanding reflects the curriculum's ambition.

Children in the early years benefit from a wide variety of well-designed activities that help them to rehearse new learning and deepen their understanding. Children enjoy their learning and concentrate for sustained periods. This includes accessing learning linked to engaging stories, such as 'The Gingerbread Man' and 'The Enormous Turnip'. Staff have clear knowledge of children's next steps. They use this understanding when they interact with children. The school supports children's language and communication, including their vocabulary, effectively. Children are well prepared for their future learning in Year 1.

The school identifies pupils with SEND promptly. Pupils with SEND learn the same ambitious curriculum as their peers. The school works well with external experts to ensure that these pupils receive tailored support. This includes using physical resources, such as counters in mathematics, and accessing key vocabulary to use in their work. The support these pupils receive is effective, and they achieve well.

The school is committed to supporting pupils' character development. Pupils raise money for national charities. They take part in residential visits, which develop their teamwork and resilience. Pupils learn about healthy and unhealthy relationships. They know what action to take if they feel their individual liberty might be threatened. However, the school's approaches to helping pupils to learn about different faiths and cultures are not as effective as they could be. This sometimes affects some pupils' understanding and sometimes leads to pupils having misconceptions.

Those responsible for governance fulfil their statutory duties. They have an accurate understanding of the school. They use this information to support continued improvement. Leaders at all levels share a clear and ambitious vision for the school. The school has prioritised staff development opportunities effectively. Staff feel well supported

with their workload and in their well-being. Parents and carers, staff and pupils are very positive about the school's work. Strong partnerships with parents ensure that pupils attend regularly.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's approach to help pupils learn about different faiths and cultures is not as effective as it could be. As a result, pupils are not as prepared for life in modern Britain as they could be. The school should ensure that the approach to supporting pupils' understanding of different faiths and cultures is effective, so that pupils are better prepared for life in a diverse society.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in July 2015.

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	140247
Local authority	Kingston upon Hull City Council
Inspection number	10346523
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	265
Appropriate authority	Board of trustees
Chair of trust	Graeme Brook
CEO of the trust	Rachel Wilkes
Headteacher	Katy Drinkall
Website	www.neasdenprimary.org.uk
Date of previous inspection	20 June 2019, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school has a breakfast club, which is overseen by the governing body.
- The school is part of Humber Education Trust.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher and members of the senior leadership team.
- The inspector met with representatives of the governing body, a representative of the board of trustees and the trust's CEO.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: 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 considered the responses to Ofsted's surveys for pupils, staff and parents. This included any free-text responses to Ofsted's online survey for parents, Ofsted Parent View.

Inspection team

Andrew Yeomans, lead inspector

Ofsted Inspector

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