

# Inspection of Prior Weston Primary School and Children's Centre

101 Whitecross Street, London EC1Y 8JA

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Inspection dates: 13 and 14 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

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

Leaders are ambitious for all pupils. Staff know pupils well. They are determined that every pupil will succeed academically. The school is a welcoming place for pupils from different backgrounds. Leaders make sure that barriers to pupils' learning are overcome so they achieve well. Pupils are happy and safe at school. Bullying is not tolerated and is dealt with quickly. Pupils are confident to speak to adults if they have any concerns.

Pupils are sensible and support one another. Leaders provide many opportunities to develop pupils' experiences beyond the curriculum. Pupils enjoy the popular range of clubs on offer.

Pupils understand the school's values and know the importance of being respectful and to aim high to reach their potential. Parents and carers recognise the improvements that leaders have made across the school in recent time. Many parents commented that their children thrive at this school. Leaders organise many extra enrichment opportunities for pupils to foster their understanding of the wider world. For example, pupils perform in musical productions, and visit local museums. Parents of pupils with special educational needs and/or disabilities (SEND) praise the care and support provided for them.

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

Leaders and members of the governing body have created an ambitious curriculum, including in the early years. They have a clear focus on improving the school. Leaders and the governing body are reflective and use external expertise to improve their own work. They have an accurate understanding of the school.

Senior leaders support subject leaders effectively, including many who are new to their roles. Subject leaders identify the key knowledge and vocabulary that they want pupils to learn. In the early years, staff develop children's communication and language skills effectively. Children are well prepared for Year 1.

Leaders have considered the curriculum content that they want pupils to learn and in what order. However, this is still not securely the case in all subjects. In a few subjects, curricular thinking does not identify precisely what pupils need to learn and when, including how learning builds on what children learn in the early years.

Staff access regular training. Leaders help staff to improve their subject knowledge. Staff use their expertise to help pupils develop their subject-specific vocabulary. However, in a few subjects, teachers do not check pupils' prior learning before they start new content. As a result, some pupils are not able to recall what they have learned previously as well as they could.

Leaders have high expectations of all pupils, including those identified with SEND. These pupils are supported well by skilled staff. Staff adapt the curriculum for pupils with SEND. They use assessment information effectively to close gaps in pupils' knowledge and understanding.

Staff have high expectations of pupils' behaviour. This starts in Nursery. Children in the early years follow instructions well. Staff help them to understand routines and how to show respect for each other. Across the school, pupils concentrate and listen attentively in lessons.

Leaders make reading a high priority. Children get off to a strong start to their reading in early years. Staff help children in the early years to segment and blend new sounds accurately, including when they write. Pupils read regularly. They enjoy daily story times. Leaders have improved the reading resources that are available to pupils. They encourage parents to support their children's reading. Staff are experts at teaching phonics. Staff give weaker readers effective support to catch up quickly. Teachers make sure that the books pupils read match the sounds that they know. This helps pupils to become confident readers.

Pupils are proud to take on different roles in school. For example, they enjoy being school council members. Pupils are taught about how to eat healthily and keep fit. Leaders have organised the curriculum so that pupils are prepared for life in modern Britain. Pupils are taught about a range of faiths and beliefs. They visit the local area to broaden their experiences, including going on trips to theatres, galleries and sports facilities.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that all staff take responsibility to keep pupils safe. Staff receive regular training to understand their safeguarding responsibilities. This helps staff to recognise any pupils who may be at risk of harm. Staff are vigilant. They follow the school's procedures to report concerns. Leaders know families who need extra support well.

Leaders work with a range of agencies when pupils and families need help. Well-thought-out decisions by leaders mean that families receive timely support. Pupils are taught how to keep themselves safe, including while using the internet. They understand the potential dangers of sharing personal information online.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a few subjects, leaders have not identify precisely the key knowledge that pupils need to learn over time, including from the early years. As a result, pupils do not build on their previous knowledge securely. Leaders should ensure that

curriculum plans in all subjects are sequenced so that pupils build the key knowledge that they require securely over time.

- In a few subjects, teachers do not check what pupils remember routinely and address any gaps in their learning. As a result, sometimes pupils struggle to recall previous knowledge. Leaders must ensure that teachers in all subjects check pupils' understanding and build on their prior learning securely.

## 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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	100434
<b>Local authority</b>	Islington
<b>Inspection number</b>	10241135
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	0 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	251
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Helen Fentimen
<b>Headteacher</b>	Fiona MacCorquodale
<b>Website</b>	<a href="http://www.priorweston.islington.sch.uk">www.priorweston.islington.sch.uk</a>
<b>Date of previous inspection</b>	23 June 2021, under section 8 of the Education Act 2005

## Information about this school

- School leaders run the children’s centre, which is attached to the school. The children’s centre was not inspected as part of this inspection.
- The school does not make use of any alternative, off-site provision.

## Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, senior and curriculum leaders and members of the governing body. Inspectors also held discussions with the local authority representative.
- Inspectors carried out deep dives in reading, mathematics, physical education, geography, music and science. In each subject, inspectors discussed the

curriculum with senior and curriculum leaders, talked to pupils, visited lessons, spoke to teachers and considered pupils' work in their books. Inspectors also considered the curriculum in other subject areas.

- Inspectors reviewed safeguarding records, including the single central record of recruitment checks on staff. Inspectors observed pupils' behaviour across the school, including in class and at breaktimes.
- Inspectors reviewed responses to Ofsted's online survey for parents.
- Inspectors considered responses to Ofsted's online survey for staff, and to Ofsted's online pupil survey.

### **Inspection team**

Phil Garnham, lead inspector

His Majesty's Inspector

Paul Jackson

Ofsted Inspector

Sarah Bailey

Ofsted Inspector

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