

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

Arvon Road, Highbury, London N5 1PJ

Inspection dates:

3 and 4 June 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils thrive at this highly inclusive school. Staff and pupils embody the 'Drayton Park Way' by showing empathy and respect for others. The school takes a nurturing and caring approach, which leads to pupils feeling, and being kept, secure and safe. Staff consistently set the very highest expectations. Pupils achieve exceptionally well, including in national assessments, and produce work of a high quality across the curriculum.

Pupils are rightly proud of their school and enjoy their learning. They are respectful and polite to each other. From the early years, children listen attentively to adults and learn to cooperate, take turns and share. Incidents of bullying are rare. Pupils know whom to speak with if they have any concerns. Parents and carers are overwhelmingly positive about the support that their children receive.

From the early years onwards, all pupils benefit from an extensive range of carefully designed wider opportunities. These include access to extra-curricular clubs that build on pupils' talents and are well matched to their interests. School visits are carefully planned to help develop pupils' character and extend their learning. Pupils are eager to make a difference to the school community. For example, they enjoy helping each other when acting as reading mentors or taking part in fundraising activities.

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

The school has developed a curriculum that is ambitious and ensures pupils excel across the full range of subjects. Staff are experts in the delivery of the curriculum. Teachers encourage pupils to discuss their learning, which helps them build confidence in each subject. They check pupils' understanding continuously and effectively. For example,

skilful questioning helps to identify misconceptions so that these are addressed quickly. Pupils are encouraged to learn from their 'marvellous mistakes'. Teachers routinely recap learning, which helps pupils to retain important knowledge.

Pupils, including those who may experience greater barriers to their learning, achieve standards in reading, writing and mathematics that far exceed those achieved nationally. This includes pupils with special educational needs and/or disabilities (SEND). As a result, pupils are very well prepared for the next phase of their education.

The needs of pupils with SEND are identified with accuracy. They successfully access the same curriculum as their classmates. The school builds their confidence and independence effectively. Skilled staff understand pupils' individual needs and circumstances. Pupils receive targeted support and access a range of external help; as a result, they achieve well.

Pupils develop as confident and fluent readers. This is because staff are expert in teaching children at the earliest stages of learning to read. The school has embedded a consistent approach to the teaching of phonics. Pupils have frequent opportunities to practise and apply what they have learned using books that are closely matched to their phonics knowledge. Staff make regular checks on pupils' reading. Pupils who fall behind benefit from effective support to catch up quickly. The school promotes a love of reading. Pupils have access to a rich variety of texts. They enjoy taking part in trips to the local library.

Behaviour in lessons is exemplary. Pupils are highly engaged and show a strong enthusiasm for learning. The school environment is calm and orderly. Pupils who may struggle with behaviour receive targeted support that helps them to make the right choices. The school takes a proactive stance in teaching pupils about bullying and discrimination. This contributes to an open culture where pupils feel safe. The school knows its pupils and families well and is responsive to any concerns that they may have.

The school ensures that pupils' experiences are enriched beyond the curriculum. Pupils learn about fundamental British values. For example, all pupils are enabled to contribute to the school council and experience democracy in action. They understand the importance of respect and tolerance, showing an appreciation of diversity. The curriculum teaches pupils about healthy relationships and how to keep themselves safe online. The school has thought carefully about the cultural and social experiences it wants pupils to have. These are woven throughout the curriculum. For example, a range of local visits across every year group expand the horizons and experiences of pupils considerably.

The governing body is highly attuned to the school's context and priorities. The expertise of governors has been well matched to the work of the school, for example through establishing a range of link roles. The school has set incredibly high standards of practice. It ensures that staff are well equipped to meet these standards through a wealth of appropriate professional development opportunities. The school prioritises actions to minimise impact on staff's workload. Staff are proud to be members of the school community.

Safeguarding

The arrangements for safeguarding are effective.

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 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 May 2016.

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	100402
Local authority	Islington
Inspection number	10345646
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	280
Appropriate authority	The governing body
Chair of governing body	Stuart McWilliams
Headteacher	Annabelle Kapoor
Website	www.draytonpark.islington.sch.uk
Dates of previous inspection	13 and 14 November 2019, under section 8 of the Education Act 2005

Information about this school

- The school runs an on-site breakfast and after-school club.
- The school does not currently use any alternative provision.

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 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 parents, 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 scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement. The inspector also reviewed documents related to attendance, behaviour and pupil movement.
- The inspector met with senior leaders, teachers and support staff.
- The inspector met with representatives from the governing body. He also spoke with a representative from the local authority.
- The inspector considered the views of pupils and staff, including through their responses to Ofsted's online surveys.
- The inspector considered responses to Ofsted's online survey, Ofsted Parent View, including free-text comments.

Inspection team

Robert Grice, lead inspector

His Majesty's 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