

West Green Primary School

Address: Woodlands Park Road, Tottenham, London, N15 3RT

Unique reference number (URN): 102115

Inspection report: 10 February 2026

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

✓ 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 ●

Inclusion

Strong standard ●

The school's highly inclusive culture ensures that pupils' individual needs are identified early and with accuracy. This includes pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged. The school has a clear pathway that enables concerns to be acted on swiftly.

Leaders systematically reduce barriers to learning, including, for example, through reasonable adjustments and practical adaptations such as visual resources. Staff training ensures that additional help and support for pupils are delivered with skill. Adaptations in the classroom are very effective in helping pupils to overcome obstacles to learning. Leaders monitor the impact of support to ensure it enables pupils to make continued, consistent progress.

Leaders work seamlessly with external agencies, including speech and language therapists. This helps to refine the school's approach and secure achievement for all.

The specially resourced provision for pupils with SEND is purposeful. Staff are highly skilled. They show pupils how to communicate well, including using the school's chosen communication system and picture cues, for example. They also support pupils to write accurate sentences, for instance, by giving pupils helpful sentence starters to guide their writing. The impact of this support is carefully tracked and adjusted when necessary.

The 'star' provision offers a carefully designed curriculum and teaching approaches for pupils with complex needs. Their learning needs are met with dignity and ambition. This successfully reduces barriers to learning. Pupils are calm, feel secure and make progress from their starting points.

Leaders use pupil premium funding effectively. The school's strategy is carefully linked to pupils' needs. The impact is reviewed regularly and refined. Parents and carers are consulted through regular reviews, conversations and the sharing of specific approaches to support pupils. This robust, collaborative approach with families and professionals ensures that the most vulnerable pupils are achieving well.

Personal development and wellbeing

Strong standard ●

Leaders have designed a well-sequenced personal, social, health, citizenship and economic programme. It develops pupils' knowledge and understanding of the wider world as they progress through school. For instance, it helps pupils to understand and respect cultural and religious differences and promotes fundamental British values. The school celebrates its diverse community regularly, for example through an 'international evening', where families share food and wear traditional clothing.

Pupils explain how the school helps them to develop their character and encourages resilience in learning. In Reception, for instance, children confidently say that 'it is okay to make mistakes' because this helps them to learn.

Leaders make sure that all pupils experience a wide range of classroom activities and enrichment opportunities as they progress through the school. Pupils discuss and debate different issues and current events. School councillors gather pupils' views and work with leaders to improve the school. Visitors, such as the local police and a politician, enhance pupils' learning. Pupils support the wider community, including through litter-picking and planting a wildflower meadow in the local park. Pupils also raise money for different charities, sometimes in response to items they have seen in the news. Pupils talk about how to stay safe online and how the school's values and rules influence their behaviour. They said that this is a school where 'children come first'.

The relationships, sex and health education programme is appropriate and has been developed carefully with input from families. For example, parents and carers attend coffee mornings or drop-in sessions to discuss the curriculum and resources are shared on the school website. Staff are also available to answer questions that parents may have.

Leaders carefully monitor the quality and impact of the different wider experiences that the school provides. They ensure that pupils with special educational needs and/or disabilities and those who are disadvantaged have access to and benefit fully from the wide range of enrichment events.

Expected standard

Achievement

Expected standard 

Most pupils achieve well. In some instances, they attain above national averages by the end of Year 6. This is notable in mathematics, including for disadvantaged pupils. Leaders ensure that, overall, pupils secure essential knowledge across year groups and subjects. As a result, pupils are typically well prepared for the next stage of education.

The school knows the different needs of its pupils in detail. Support for pupils who are disadvantaged, including those with special educational needs and/or disabilities, is a strength, ensuring that these pupils achieve well across subjects. Disadvantaged pupils achieve well in the national assessments in reading, writing and mathematics at the end of Year 6.

Raising achievement in early years and phonics are areas of focus for all staff. Leaders are determined to improve outcomes. Their work is effective overall and they continue to build on this further.

Attendance and behaviour

Expected standard 

The school is doing all it can to improve its rates of attendance and deal with persistent absence effectively. The school calls and meets with families regularly, offering different types of personalised support to parents and carers. This includes, for example, offering places in breakfast club when families would benefit from this. Pupils receive rewards for high attendance, such as a weekly cup for the class with the best attendance. Attendance is affected by a smaller number of families who take their children out of school in term time.

This means that overall attendance remains close to national levels. While persistent absence has been high for the last 3 years, leaders' work is leading to a clear reduction in absence rates over time.

Behaviour routines are clearly understood. Pupils report that issues are dealt with quickly and fairly. In lessons, most pupils are attentive and engage positively in collaborative tasks. If any unacceptable behaviour occurs, staff reminders are typically effective and pupils respond appropriately after one prompt. Most of the time, pupils' learning behaviours reflect a culture where staff know pupils well. They provide support that helps pupils to regulate their behaviour and participate in learning. However, in some cases, staff do not ensure that pupils engage as fully with learning as they could.

Curriculum and teaching

Expected standard 

Leaders have created a well-designed curriculum that builds pupils' knowledge over time in different subjects. It includes a strong focus on developing vocabulary and spoken language. Pupils take part in purposeful discussions with each other. This supports their thinking, for example when solving mathematics problems. Staff adapt learning well for pupils who are disadvantaged so that they make secure progress across the curriculum. At times, the activities that teachers choose are not well suited to helping pupils to understand the intended subject content.

Leaders identify ways to help pupils remember what they learn, such as linking or revisiting learning in different subjects where this is relevant. For example, in art, Year 2 pupils recall their learning about the Great Fire of London to inspire their work on collages. The curriculum places a strong emphasis on early reading, writing and mathematics so that pupils are able to access the wider curriculum. Teachers are well trained and confident in teaching phonics.

Staff usually present learning clearly. Leaders offer ongoing training and guidance to strengthen staff knowledge and skills. For instance, to support pupils' pencil grip and letter formation, leaders introduced a new handwriting scheme to successfully improve these key early skills. In some instances, teachers' checks on pupils' learning are not as timely as they could be. This means that, occasionally, some pupils' mistakes are not corrected quickly and can become repeated errors.

Early years

Expected standard 

The early years curriculum is well designed, with a strong focus on communication, language, and early mathematics. Leaders prioritise reading from the start, using a 'keep up, not catch up' approach to learning phonics. This prepares children well for Year 1. Staff interact effectively with children, encouraging the use of purposeful language. Children's learning is further reinforced through stories, songs, and poems that broaden their vocabulary.

The Reception Year provides high-quality learning opportunities indoors and outdoors. Staff create an environment which supports children to explore and learn independently. For example, children like to practise their writing using chalks in the outside area. There are warm relationships between staff and children. Children cooperate well with each other.

They take turns and share resources. Leaders and staff make suitable adjustments to the provision to ensure that children with special educational needs and/or disabilities are fully included and are supported to learn successfully. This includes children who attend the specially resourced provision as well as those who benefit from additional support in the 'star' provision.

Leaders check children's progress through the curriculum closely. For instance, weekly team meetings help staff to ensure that the choice of activities responds to children's changing needs. There are occasions when these checks do not pick up precisely those aspects of the curriculum where different groups of children would benefit from more practice.

Leadership and governance

Expected standard 

Leaders have formed a warm and close-knit community that includes parents and carers closely in their children's learning and development. This is clear in the care that staff show to pupils, their families and to each other. Leaders are knowledgeable about the school's context, strengths and areas for development. They act on them to ensure that the quality of the school's work across all areas continues to improve.

Leaders know pupils well. They have high ambitions for all pupils and are determined that they are supported to succeed. Leaders demonstrate a clear understanding of the quality of the school's curriculum. Staff access high-quality, evidence-informed professional development programmes that build expertise over time.

Staff have confidence in pupils and have high expectations of them, regardless of barriers to learning. Leaders skilfully integrate the work of the specially resourced provision for pupils with special educational needs and/or disabilities (SEND) into the everyday life of the school. Pupils with SEND, those who are disadvantaged and those known to social care actively participate in different aspects of school life.

Staff feel highly valued and are proud of their school. They know that their workload and wellbeing are thoughtfully considered when decisions are made by leaders. They praise support from the leadership team.

Governors understand their statutory duties and carry them out effectively. They know the school well and hold leaders to account appropriately. Parents shower the school with praise and describe the school as 'a hub for the community'.

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

There is a family atmosphere at this small, friendly school. Relationships between staff, pupils and families are warm and supportive. Pupils feel happy and cared for. Parents and carers praise staff and say that everyone is included. Pupils with special educational needs and/or disabilities (SEND), those who are disadvantaged and those known to social care actively participate in different aspects of school life. Pupils are safe. They know there is a trusted member of staff they can talk to who will deal with any concerns swiftly.

Pupils' behaviour is generally calm, orderly and respectful across lessons and social times. Pupils of different ages treat each other and staff considerately. Pupils say that bullying or poor behaviour does not often happen. If it did, they know staff would intervene and help them to resolve any issues. Pupils show a respectful attitude to difference and are well prepared for life in modern Britain.

Pupils typically achieve well and enjoy learning across the curriculum. They build their knowledge as they move through the school. Pupils with additional needs are well supported to achieve across the curriculum. This includes pupils in the specially resourced provision for pupils with SEND. Barriers to learning are swiftly identified so that the right support is put in place and pupils access learning effectively.

Pupils enjoy the wide range of enriching experiences on offer. Pupils attend after-school clubs, such as football, LEGO and dance. They visit galleries, theatres and museums. The choir performs at different school events. Pupils are proud of the ways they contribute to school life. For example, the reading ambassadors look after the school library, recommend books to other pupils and read with younger pupils. The school ensures that pupils with additional needs can access these wider experiences alongside their peers.

Next steps

- Leaders should support teachers to develop their expertise in selecting appropriate activities and resources that match the aims of the curriculum.
 - Leaders should further embed consistent approaches for checking pupils' understanding, ensuring any misconceptions are identified and addressed promptly.
 - Leaders should ensure that staff use appropriate behaviour strategies to strengthen pupils' participation in lessons.
-

About this inspection

The chair of the board of governors in this school is Amelia Rebecca Griffiths.

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.

Inspection activities:

Inspectors spoke with the headteacher, senior leaders and subject leaders. They also held meetings with members of the local governing body and a representative from the local authority.

The inspectors confirmed the following information about the school:

The school includes provision for 8 pupils with speech, language and communication needs.

The school does not use alternative provision.

Headteacher: Mrs Mary Gardiner

Lead inspector:

Eleanor Ross, His Majesty's Inspector

Team inspectors:

Allan McLean, Ofsted Inspector

David Worrall, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 10 February 2026

School and pupil context

Total pupils

208

Close to 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

218

Close to 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)

32.69%

Close to average

What does this mean?

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

National average: 26.3%

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

6.25%

Above 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

16.83%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

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)

SLCN - Speech, language and Communication

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	68%	61%	Close to average
2024/25 (revised)	71%	62%	Above
2023/24 (final)	68%	61%	Close to average
2022/23 (final)	63%	60%	Close to average

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	77%	74%	Close to average
2024/25 (revised)	79%	75%	Close to average
2023/24 (final)	82%	74%	Above
2022/23 (final)	71%	73%	Close to average

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	68%	72%	Close to average
2024/25 (revised)	71%	72%	Close to average
2023/24 (final)	68%	72%	Close to average
2022/23 (final)	63%	71%	Below

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	84%	73%	Above
2024/25 (revised)	86%	74%	Above
2023/24 (final)	82%	73%	Above
2022/23 (final)	83%	73%	Above

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	60%	46%	Above
2024/25 (revised)	75%	47%	Above
2023/24 (final)	50%	46%	Close to average
2022/23 (final)	45%	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	77%	62%	Above
2024/25 (revised)	88%	63%	Above
2023/24 (final)	75%	62%	Above
2022/23 (final)	64%	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	60%	59%	Close to average
2024/25 (revised)	75%	59%	Above
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	45%	58%	Below

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	80%	60%	Above
2024/25 (revised)	81%	61%	Above
2023/24 (final)	88%	59%	Above
2022/23 (final)	73%	59%	Above

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	60%	68%	-8 pp
2024/25 (revised)	75%	69%	6 pp
2023/24 (final)	50%	67%	-17 pp
2022/23 (final)	45%	66%	-21 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	77%	80%	-2 pp
2024/25 (revised)	88%	81%	7 pp
2023/24 (final)	75%	80%	-5 pp
2022/23 (final)	64%	78%	-15 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	60%	78%	-18 pp
2024/25 (revised)	75%	78%	-3 pp
2023/24 (final)	50%	78%	-28 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	45%	77%	-32 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	80%	80%	0 pp
2024/25 (revised)	81%	81%	1 pp
2023/24 (final)	88%	79%	8 pp
2022/23 (final)	73%	79%	-6 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 (2 term)	5.9%	5.2%	Close to average
2023/24 (3 term)	5.3%	5.5%	Close to average
2022/23 (3 term)	6.3%	5.9%	Close to average

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 (2 term)	19.2%	13.3%	Above
2023/24 (3 term)	19.2%	14.6%	Above
2022/23 (3 term)	20.8%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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 <https://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 2026



© Crown copyright