

Welbourne Primary School

Address: Stainby Road, Tottenham, London, London, N15 4EA

Unique reference number (URN): 102124

Inspection report: 13 January 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.

Expected standard

Achievement

Expected standard 

Pupils make steady progress across most areas of the curriculum, and the school ensures that they are well prepared for the next stage of their education. Published outcomes show that, while many pupils achieve expected standards in reading, writing and mathematics, fewer consistently reach the higher standard.

Disadvantaged pupils and those with special educational needs and/or disabilities make progress in line with their starting points. Pupils with education, health and care plans benefit from precise and well-targeted support, enabling them to access the full curriculum and achieve success. Leaders have prioritised improving achievement through focused professional development and targeted interventions. These measures are helping pupils to strengthen their skills and knowledge so that they are increasingly ready for the challenges of the next phase of their education.

Leadership and governance

Expected standard 

Leaders have quickly gained a detailed and accurate understanding of the school's strengths and the areas that require further development. Since joining the school, the headteacher has made significant changes, clarifying what should be taught and when, and strengthening systems for tracking pupils' progress. These actions have enabled leaders to respond swiftly to emerging priorities, particularly for pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged.

Governors and those responsible for governance know the school's context well and provide support and challenge that are purposeful and proportionate. They hold leaders to account effectively for the use of resources and the impact of improvement strategies. Leaders' decisions consistently prioritise the best interests of pupils, including those with SEND, disadvantaged pupils and those known, or previously known, to children's social care. For example, leaders have carefully overseen targeted interventions for pupils who require additional support to access the curriculum fully, ensuring that timely adjustments are made to teaching and resources.

Leaders have established a coherent and evidence-informed professional learning programme that supports staff at all levels, including early career teachers. Staff value the training and guidance provided and report that these strengthen their expertise while helping to manage workload. Leaders also take staff wellbeing into account when planning initiatives or introducing changes, balancing ambition with practical support.

While improvements are evident, leaders recognise that further work is needed to embed consistent classroom support for some pupils who find learning difficult and to ensure that newly established routines are fully consolidated across all phases. These areas are a current focus of development planning and are being monitored closely.

Pupils at this school benefit from a thoughtfully designed programme that supports their personal development and wellbeing. From the moment they join, pupils are encouraged to reflect on their experiences, understand right and wrong and consider how their actions affect others. For example, pupils in Year 4 described how class discussions on fairness help them 'think before we act' and resolve disagreements calmly. The school's work to build social skills is evident in cooperative projects, such as Year 6 pupils working together to organise fundraising events, and through structured peer mentoring in the playground, where older pupils support younger children in resolving minor conflicts.

Cultural and moral understanding are woven into everyday learning. Pupils engage with diverse cultures and faiths through assemblies, creative arts projects and themed events. One pupil explained, 'I liked learning about different festivals. It makes me see how people live in other countries.' Opportunities to participate in drama, music and sports help pupils develop confidence, resilience and a sense of pride in their achievements. Pupils learn to value democracy and fairness through classroom voting activities and discussions about rights and responsibilities.

The personal development programme supports all pupils, including those who are disadvantaged or those with special educational needs and/or disabilities. Targeted support, such as small-group sessions on emotional regulation or mindfulness, helps pupils manage stress and develop coping strategies. Pupils learn about healthy lifestyles, including exercise, nutrition and online safety, and demonstrate awareness of mental health, explaining how they use strategies such as talking to staff or practising breathing exercises. Relationships and sex education is age-appropriate and inclusive, preparing pupils for safe and respectful interactions both now and in the future.

Leaders ensure that pupils are prepared for life beyond school. Older pupils speak confidently about teamwork, community involvement and the skills needed to succeed in future education and employment. The strong ethos of kindness, respect and aspiration means that pupils feel safe, valued and motivated to achieve their potential.

Needs attention

Attendance and behaviour

Needs attention 

Attendance across the school is lower than leaders would wish, with some pupils, particularly those with special educational needs and/or disabilities, missing a significant amount of time. Leaders have prioritised improving attendance and have introduced a range of targeted strategies, including the employment of a full-time educational welfare officer, regular monitoring of absence patterns and close engagement with families. These actions are beginning to have an impact, with individual pupils showing notable improvement, although overall attendance remains below the national average. Leaders are continuing to refine these strategies and work with parents to reinforce the importance of regular attendance for children's learning and wellbeing.

Pupils' behaviour is generally positive across the school. New routines and clear expectations are beginning to reduce low-level disruption in classrooms. For example, staff have established consistent start-of-day routines and structured transitions between lessons, which support pupils to focus on learning. Pupils demonstrate kindness and respect towards each other, and any incidents of unkindness or disagreement are addressed promptly and effectively by staff. Leaders and staff ensure that the school remains a calm, safe and supportive environment for all pupils.

Curriculum and teaching

Needs attention 

Some aspects of teaching do not consistently enable all pupils to consolidate important knowledge. For instance, some pupils who find learning difficult do not always receive the help they need to access lessons fully. This can mean that they lose concentration or disturb their classmates. Leaders have rightly prioritised improving this aspect of provision.

Leaders have developed a broad and ambitious curriculum that sets out the knowledge and skills pupils need for each stage of their education. They are clear about the strengths in the curriculum and where improvements are needed, particularly in ensuring that teaching consistently secures strong foundations in reading, writing and mathematics. Teachers benefit from training and support to deliver the curriculum effectively, including developing subject knowledge and adapting lessons for pupils with special educational needs and/or disabilities or those from disadvantaged backgrounds.

Across most year groups, teaching is structured to help pupils build on what they already know. Staff provide clear explanations and model tasks carefully, and they make use of resources to support learning. The curriculum promotes pupils' spoken and written language, for example through high-quality texts and structured discussion opportunities. Pupils with education, health and care plans receive precise and well-targeted support, ensuring they access the intended curriculum.

Early years

Needs attention 

Early years provision is generally well structured, but leaders are aware that inconsistencies in the quality of teaching and adult support limit some children's progress, particularly in developing language, communication and early literacy skills. They have identified where practice can be strengthened and have taken targeted action to address this. Adults have received training to improve consistency in supporting children's language and vocabulary, and this is evident in most classes, but further consolidation is needed to ensure all children make secure and sustained progress.

Children benefit from a well-structured early years provision that gives them a positive start to school. Staff interact warmly with children and establish routines that help them settle quickly. Reading is prioritised, with Reception children learning the sounds that each letter makes to support early reading and writing skills, and opportunities to practise language are embedded across the day.

The school's provision for 2- and 3-year-olds is a particular strength. Young children enjoy stimulating activities that promote curiosity and early learning skills. Staff consider children's starting points carefully and adapt activities to meet their needs, including those of

disadvantaged children and children with special educational needs and/or disabilities, enabling them to access learning alongside their peers.

Children thrive in well-resourced indoor and outdoor spaces, developing independence through practical activities such as preparing snacks, managing self-care routines and making choices in play. Transitions into Reception are smooth, supported by strong partnerships with families and pre-school settings, helping children feel secure. Consequently, children are increasingly well prepared for Year 1.

Inclusion

Needs attention 

In some classes, pupils who find their learning difficult do not always receive the support they need to fully engage with the curriculum, so leaders have rightly prioritised strengthening this aspect of the school. The school has an inclusive culture, ensuring that most pupils access the curriculum successfully and develop academically, socially and emotionally.

Leaders are determined that pupils, including those who are disadvantaged or have special educational needs and/or disabilities (SEND), achieve well and experience the full life of the school. Pupils with education, health and care plans receive effective support, enabling them to access learning confidently. For example, they are supported by targeted interventions in reading and mathematics and benefit from tailored resources in class. Staff work closely with parents and external agencies to understand and address pupils' individual needs.

The school often identifies barriers to learning well and often makes well-considered adjustments, including adapting how sessions are taught, small-group support and personalised learning plans. Leaders monitor the impact of these strategies, adjusting them when necessary to improve outcomes. Staff receive ongoing training in how to best support pupils with SEND, which supports consistent teaching in most classes. However, more work is needed to embed this work effectively across the school.

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

Pupils begin each school day with enthusiasm and a clear sense of belonging. They feel safe because staff know them well and respond swiftly to any concerns. Adults provide high levels of care, ensuring that routines are predictable and supportive, which helps pupils to settle confidently and focus on learning. However, for some pupils, particularly those with special educational needs and/or disabilities (SEND), irregular attendance means they do not benefit consistently from these positive experiences.

Pupils behave well across the school. They understand the rules and demonstrate respect, kindness and consideration towards each other. Incidents of bullying are rare, and when they occur, staff act quickly and effectively to resolve them. Pupils enjoy positive relationships with both staff and their peers. Older pupils take pride in supporting younger children and contributing to the school community, demonstrating responsibility and leadership.

Pupils are generally engaged and motivated learners. However, sometimes learning is disrupted when pupils who find learning difficult do not get the help they need.

Pupils generally achieve well across the curriculum, including in reading, writing and mathematics. Children in the early years explore, play and develop their vocabulary and foundational knowledge, although leaders have identified that expectations for speaking and listening need further strengthening. Pupils with additional needs, including those who are disadvantaged or pupils with SEND, receive precise and well-considered support. However, pupils who find their learning difficult do not always receive the support they need to fully engage with the curriculum.

Pupils can thrive emotionally because the school combines high expectations with encouragement and care. They take part in a rich range of experiences beyond the classroom, including sports, arts, community projects and leadership opportunities, which support their social and personal development. Pupils develop an understanding of respect, responsibility and cooperation, preparing them well for life in modern Britain. While most pupils benefit from these positive experiences each day, leaders recognise that improving attendance and ensuring consistent classroom support for some pupils with SEND are essential so that all pupils can benefit equally.

Next steps

- Leaders should ensure that classroom support for pupils with special educational needs and/or disabilities is implemented consistently, so that adaptations routinely reduce barriers to learning for all pupils, not only those with the highest levels of need.
 - Leaders should ensure that the teaching of the planned curriculum focuses precisely on what pupils need to learn, so learning is manageable, well sequenced and supports pupils to sustain attention and build knowledge securely.
 - Leaders should strengthen work with parents and carers to improve pupils' attendance, ensuring that families understand the importance of regular attendance and that strategies lead to sustained improvement for all groups.
 - Leaders should strengthen the quality of adult interactions with children in the early years, so that adults consistently model high-quality language and support children's communication, learning and engagement throughout the day.
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About this inspection

The chair of the board of governors in this school is Andrew Dowell.

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

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

Inspectors spoke with the headteacher and other members of the leadership team, as well as members of the governing body. They also spoke with members of staff, parents, carers and pupils.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

A new headteacher took up post in September 2025.

Headteacher: Raakhee Tailor

Lead inspector:

Adam Vincent, His Majesty's Inspector

Team inspectors:

Eleanor Ross, His Majesty's Inspector

Hayley McClenaghan, Ofsted Inspector

Maureen Okoye, 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 13 January 2026

School and pupil context

Total pupils

429

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

620

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)

57.27%

Well above 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

5.36%

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

15.38%

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

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)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (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%	Above
2024/25 (revised)	63%	62%	Close to average
2023/24 (final)	77%	61%	Above
2022/23 (final)	64%	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	78%	74%	Close to average
2024/25 (revised)	79%	75%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	80%	74%	Close to average
2022/23 (final)	74%	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	74%	72%	Close to average
2024/25 (revised)	63%	72%	Below
2023/24 (final)	81%	72%	Above
2022/23 (final)	76%	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	79%	73%	Close to average
2024/25 (revised)	75%	74%	Close to average
2023/24 (final)	81%	73%	Above
2022/23 (final)	79%	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	60%	46%	Above
2024/25 (revised)	52%	47%	Close to average
2023/24 (final)	66%	46%	Above
2022/23 (final)	59%	44%	Above

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	71%	62%	Above
2024/25 (revised)	74%	63%	Close to average
2023/24 (final)	69%	62%	Close to average
2022/23 (final)	71%	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	65%	59%	Close to average
2024/25 (revised)	52%	59%	Close to average
2023/24 (final)	71%	58%	Above

Year	This school	National average	Compared with national average
2022/23 (final)	68%	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	75%	60%	Above
2024/25 (revised)	74%	61%	Above
2023/24 (final)	74%	59%	Above
2022/23 (final)	76%	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)	52%	69%	-17 pp
2023/24 (final)	66%	67%	-2 pp
2022/23 (final)	59%	66%	-8 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	71%	80%	-9 pp
2024/25 (revised)	74%	81%	-7 pp
2023/24 (final)	69%	80%	-11 pp
2022/23 (final)	71%	78%	-8 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	65%	78%	-13 pp
2024/25 (revised)	52%	78%	-26 pp
2023/24 (final)	71%	78%	-6 pp
2022/23 (final)	68%	77%	-10 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	75%	80%	-5 pp
2024/25 (revised)	74%	81%	-7 pp
2023/24 (final)	74%	79%	-5 pp
2022/23 (final)	76%	79%	-3 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)	6.6%	5.2%	Above
2023/24 (3 term)	6.0%	5.5%	Close to average
2022/23 (3 term)	7.5%	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 (2 term)	23.3%	13.3%	Above
2023/24 (3 term)	19.8%	14.6%	Above
2022/23 (3 term)	26.7%	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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