

Inspection of Grafton Primary School

Eburne Road, Holloway, London N7 6AR

Inspection dates: 1 and 2 November 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Good
Overall effectiveness	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 15 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils at Grafton are polite, thoughtful and respectful. The school's values are exemplified by pupils and staff each day. Relationships across the school are very positive. Pupils speak with enthusiasm and demonstrate high levels of motivation towards their learning.

Behaviour is excellent. On the rare occasion there are any disputes, pupils resolve these quickly. Pupils trust staff to help them with any concerns they may have. This helps to ensure that pupils feel safe and are kept safe at school.

Pupils understand the importance of diversity and treating people equally. For example, pupils learn about different religious festivals and mark events such as International Women's Day. Pupils are keen to take on additional responsibilities and develop their own leadership skills. For example, they are elected as members of the school council.

All pupils, including those with special educational needs and/or disabilities (SEND) benefit from a wide range of additional activities and educational outings in and beyond London. For example, pupils have visited Paris and Devon. Pupils enjoy representing their school. For example, pupils' artwork has been displayed at the National Gallery and the Fifth Plinth Project.

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

The school has undergone significant changes in leadership and staffing. Leaders have rightly focused on reviewing the curriculum and continuing to improve the quality of education that pupils receive. Leaders, including those responsible for governance, have a detailed understanding of the school's many strengths. Appropriate plans are in place to address the priorities that have been accurately identified.

The curriculum matches and, in some areas, exceeds the breadth and ambition of what is expected nationally. In each subject, leaders have identified the important knowledge pupils need to learn and remember. This is sequenced to allow pupils to build their understanding cumulatively as they move through the school. For example, in art, pupils practise and refine their use of different media. As a result, pupils build their knowledge and skills over time and produce increasingly accurate pieces of artwork.

There are a few subjects that are at an earlier stage of implementation. In these areas, opportunity is not consistently provided for pupils to practise and embed important ideas. As a result, some pupils find it hard to remember and apply previous knowledge to new learning.

Leaders ensure that reading is prioritised from early years onwards. In the Nursery, children are encouraged to join in with songs and rhymes and share books with

adults. From the Reception Year, children follow a carefully constructed phonics programme, delivered by well-trained staff. Staff ensure that pupils read books that are closely matched to their developing phonics knowledge. This helps pupils to become confident and fluent readers. Teachers check pupils' reading regularly. They identify those who need additional support to help them catch up quickly. Pupils read widely and often. They enjoy talking about their favourite books and authors.

Pupils with SEND are swiftly and accurately identified. Staff understand their needs and are well trained to make appropriate adaptations to activities. As a result, pupils access the same ambitious curriculum as their peers and achieve well.

Pupils behave impeccably in lessons and at social times. They demonstrate respect towards adults and their peers. From the start of early years, children learn to follow well-established routines. The school has effective systems in place to encourage high attendance.

Pupils' broader personal development is exceptional. The curriculum is designed to help pupils understand how to maintain good physical and emotional health and the importance of safe and respectful relationships. Through the News Wise project, pupils are encouraged to reflect on the sort of person they want to be and the importance of courage, truth and challenging assumptions.

Leaders, including those responsible for governance, are proactive in managing workload. Staff feel very well supported to develop professionally and that their well-being is a priority. The members of the governing body use their expertise and experience effectively to support leaders in their drive for continuous improvement.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A small number of subjects are at an earlier stage of implementation. In these instances, the important ideas that pupils need to secure are not consistently reinforced. As a result, some pupils find it hard to remember and apply previous knowledge to new learning. The school should ensure that pupils are provided with regular opportunity to return to, practise and apply key knowledge in these subjects.

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	100406
Local authority	Islington
Inspection number	10242283
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	430
Appropriate authority	The governing body
Chair of governing body	Alex Barros-Curtis
Headteacher	Andrew Turnock
Website	www.graftonschool.co.uk
Date of previous inspection	13 November 2008

Information about this school

- There have been significant changes in leadership and staffing since the last inspection.
- The school does not currently use any alternative provision.
- The school has provision for two-year-olds.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement 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 inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher, and other senior and subject leaders. Discussions were also held with members of the governing body and a representative of the local authority.
- To evaluate the effectiveness of safeguarding, inspectors: 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.
- Inspectors carried out deep dives in reading, mathematics, science and art. To do this, they met with subject leaders to discuss the curriculum, visited lessons, spoke with teachers, spoke with pupils and looked at samples of their work.
- The curriculum in other subjects was considered as part of the inspection.
- The inspectors scrutinised a range of documents, including leaders' priorities for improvement.
- The views of staff, pupils, parents and carers were gathered through both discussions and responses to Ofsted's online surveys. There were no responses from pupils to the online survey.

Inspection team

Sarah Lack, lead inspector	His Majesty's Inspector
Karen Jaeggi	Ofsted Inspector
Curtis Sweetingham	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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