School report

Inspection of The Welldon Park Academy

Wyvenhoe Road, Harrow HA2 8LS

Inspection dates:	13 and 14 June 2023

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils here are kind and friendly to each other. They form positive relationships with teachers and other adults. Indeed, they know that staff care genuinely about their well-being. Pupils enjoy school life. This is an inclusive school with a strong community spirit.

Leaders have high expectations for all pupils. They know and understand pupils and their families well. Leaders work together with parents and carers to help pupils overcome any barriers to their achievement. Pupils respond well to leaders' expectations. They work hard in lessons and enjoy the trips and visits that enhance their learning.

Pupils are taught how to be 'ready, respectful and safe'. They understand what these rules mean both in lessons and at break- and lunchtime. Pupils behave well. As they move through the school, they take increasing responsibility for their own actions. This is a calm and orderly school, and also a school where pupils can learn and have fun.

Leaders provide pupils with opportunities to develop their talents and interests. Pupils take part in activities such as sports, dance, choir and gardening. In the older years, there are residential trips. Pupils here develop both their independence and their ability to work as part of a team.

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

Leaders have designed a broad and ambitious curriculum. This includes for pupils with special educational needs and/or disabilities (SEND). The curriculum is well sequenced so that pupils can build up their knowledge and skills in a logical way. A high proportion of pupils with SEND access the same curriculum as their peers. Leaders identify their needs well and ensure that they get the extra support that they need. In early years, leaders have developed a purposeful learning environment. This helps to engage and motivate children in activities that support their development. Children make significant progress with their physical and social and emotional development. They also gain the mathematical knowledge they need to prepare them for Year 1 and beyond.

Leaders prioritise reading. From the start of Reception, children learn to read using phonics. Pupils who need extra help with their reading get it. This helps them to catch up with their peers. Teachers and other adults teach phonics well. Pupils become confident and fluent readers. As pupils move through the school, they develop a wide range of reading skills. Leaders have selected class texts that reflect pupils' backgrounds. This develops pupils' interest in reading. Pupils also enjoy library and author visits and celebrate events such as World Book Day. Pupils read widely and often at school.

Teachers have good subject knowledge. They revisit what pupils have learned before and build on this learning. However, sometimes teachers do not present new information with enough clarity. Sometimes, they do not check pupils' understanding with enough rigour. This means that some pupils move on to the next stage of learning before they are ready. They then find it difficult to build up their knowledge in a coherent way.

Pupils have positive attitudes towards their learning. They listen to their teachers and respond well to instructions. This begins in early years when children follow a clear set of routines. Leaders do not tolerate any disruption to learning. Teachers use the behaviour policy to good effect in creating a positive learning environment. However, levels of persistent absence are high. This means that a significant number of pupils are missing too much of their education.

Leaders have established a comprehensive and age-appropriate personal development programme. Pupils learn about important issues, including relationships and physical and mental health. They are also taught how to keep themselves safe. Leaders use assemblies to reinforce pupils' knowledge and understanding of such issues. Pupils learn about democracy through elections to the pupil parliament. Some pupils take on roles of responsibility, such as those of librarians and reading buddies. They also develop an understanding of and respect for people from different cultures and religions.

School and trust leaders show a strong commitment to providing a high-quality education for all pupils. They take a rigorous and intelligent approach to school improvement. Trustees perform their role well in setting strategy and holding leaders to account. They delegate responsibility effectively to members of the local governing body. Leaders engage with parents and carers. They involve them in the life of the school and help them to support their children's education. Staff enjoy working here. Leaders prioritise staff well-being and ensure that their workload is manageable.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. They provide staff with regular training. This ensures that staff are alert to the potential signs of risk in pupils. Staff report any concerns about pupils immediately. Leaders respond to these concerns with appropriate speed and action. They have developed considerable in-school counselling and therapy services. These services support pupils' mental health and emotional well-being. They also work effectively with external agencies to secure the help pupils need. Leaders raise parents' awareness of the risks to their child. Pupils are taught how to keep themselves safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teachers do not present new knowledge to pupils with enough clarity. At times, they do not check pupils' understanding systematically enough before moving on to the next stage of learning. This means that some pupils do not build up their knowledge in a secure and coherent manner. Leaders should ensure that teachers receive the pedagogical training and development they need to help pupils secure and deepen their knowledge and understanding of curriculum content.
- The proportion of pupils who are persistently absent from school is high. This is particularly an issue with regard to disadvantaged pupils. This means that a significant percentage of pupils are missing too much of their education. Leaders should ensure that they review their current approach to persistent absence and adopt a more rigorous and effective strategy to reduce the level of persistent absence.

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

Unique reference number	146782
Local authority	Harrow
Inspection number	10267775
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	458
Appropriate authority	Board of trustees
Chair of trust	Aliya Dhanji
Headteacher	Sash Hamidi (Executive Headteacher) Rachel Bates (Associate Headteacher)
Website	www.welldonpark.theppt.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school opened on 1 March 2019. It is a member of The Pegasus Partnership Trust.
- The school has specially resourced provision for pupils with SEND who have speech, language and communication needs. This provision will close at the end of the academic year 2022/23.
- The school uses no alternative provision.

Information about this inspection

The inspectors 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 met with the executive headteacher, associate headteacher, members of the leadership team, other school staff, members of the board of trustees,

members of the local governing body, the chief executive officer of the trust and a representative from the local authority.

- Inspectors carried out deep dives in early reading, mathematics, science, history and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke with subject leaders for English, music, and art and design.
- Inspectors met with the school's designated safeguarding lead and a member of the school's safeguarding team. They looked at safeguarding documentation and record-keeping, including the single central record. Inspectors also spoke with staff and pupils about safeguarding.
- Inspectors spoke to additional groups of pupils in relation to personal development.
- Inspectors considered the responses to Ofsted's pupil survey and staff survey, and responses to the online survey, Ofsted Parent View.

Inspection team

Ian Rawstorne, lead inspector	His Majesty's Inspector
Russell Bennett	His Majesty's Inspector
Luke Stubbles	His Majesty's Inspector
Katerina Christodoulou	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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