

The Devonshire Hill Nursery & Primary School

Address: Weir Hall Road, Tottenham, The Devonshire Hill Nursery & Primary School, London, N17 8LB

Unique reference number (URN): 102087

Inspection report: 2 June 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 ●

Achievement

Strong standard ●

Pupils achieve highly at this school. Published outcomes show that pupils attain above-average levels in reading, writing and mathematics by the end of key stage 2.

Disadvantaged pupils achieve remarkably well. Their performance in national tests consistently exceeds that of their non-disadvantaged peers nationally.

Leaders ensure that pupils gain the key foundational knowledge and skills they need in early years and key stage 1. They quickly gain a secure grasp of number, phonics and word recognition. This ensures that all children in the early years make a strong start and can then confidently access learning across the wider curriculum as they progress through the school.

Older pupils develop a strong understanding of learning across the curriculum. They produce work of a consistently high quality. Pupils with additional needs are rigorously and systematically supported in their learning to ensure they make progress from their starting points. Pupils leave the school very well prepared for the next stage of their education.

Curriculum and teaching

Strong standard ●

The school curriculum is expertly planned and sequenced to build learning piece by piece over time. There is a strong and successful focus on ensuring pupils gain important early skills in reading, writing and mathematics. The curriculum also makes careful links across subject areas. For example, in Year 4, pupils study rivers in geography and the water cycle in science. This helps pupils secure and deepen their understanding.

Teachers have strong subject knowledge and skilfully develop pupils' use of subject-specific vocabulary. In lessons, staff ensure they carefully check learning and correct any mistakes that pupils make in the moment. Pupils discuss their learning with their peers. This extends their understanding and further develops their communication skills. Pupils demonstrate a detailed knowledge across different subjects.

Teaching across the school is highly inclusive. Staff adapt learning thoughtfully for pupils who face barriers to learning, allowing them to learn alongside their peers. Leaders have an accurate understanding of the quality of teaching across the school. They are always ready to make improvements where needed to ensure it remains at a consistently high standard. Staff are provided with regular feedback and training so that they continue to develop their expertise. This includes training to ensure that pupils with additional needs are supported effectively to achieve across the curriculum.

Inclusion

Strong standard ●

Pupils with barriers to learning, including those who have special educational needs and/or disabilities and those who are disadvantaged, are provided with the support they need to learn alongside their peers. Leaders are strongly committed to ensuring the school is an

inclusive environment. By the time they leave the school, disadvantaged pupils achieve highly in national tests.

Pupils' needs are quickly checked and identified when they join the school, whether in early years or on entry to other year groups. Precise and detailed individual targets for pupils' learning ensure that pupils get additional support when they need it. These targets are regularly checked and then adjusted as needed to ensure support is as effective as possible.

Staff are knowledgeable and receive relevant training to understand and meet pupils' needs well. The school uses external professionals to effectively support learning as needed, such as a speech and language therapist and advice from a local school specialising in autism.

Additional funding is targeted carefully to have the maximum impact for disadvantaged pupils so that they can reach their potential. This includes providing one-to-one support and additional classes, as well as support for mental health and wellbeing. The support that pupils receive enables them to engage positively with their learning.

Personal development and wellbeing

Strong standard 

The personal, social, health and economic (PSHE) education curriculum helps pupils understand important knowledge they need for later life. Through this carefully sequenced curriculum, pupils understand how to keep themselves safe, including online, and what healthy relationships look like. The curriculum also includes age-appropriate relationships and sex and health education. Leaders thoughtfully hold meetings so that parents and carers can discuss any questions they have about pupils' personal development and look at resources to be used.

Learning about wellbeing and mental health is also a core part of the personal development curriculum. Pupils can talk eloquently about the importance of mental health and how the school helps them to support their wellbeing. If pupils have concerns or are struggling, they are offered careful, personalised support, including from outside agencies.

The school offers pupils meaningful ways to develop their character. Pupils are taught about making ethical choices and learn about the importance of obeying the law. Older pupils learn about criminal responsibility and benefit from a workshop about knife crime. Pupils show respect for different types of families and understand the commonalities between their contrasting cultural backgrounds. They are skilled at listening to each other and understanding the thoughts and feelings of others. Pupils demonstrate fundamental British values in the way they talk and behave.

There is a wide range of clubs and trips that help develop pupils' talents and interests. Leaders track participation carefully. Pupils who are disadvantaged and those with special educational needs and/or disabilities participate fully. Pupils are proud of the ways they help out around the school, for example they can be an 'eco rep' and help organise the school's recycling. They describe their roles in detail about how they have supported improvements in the school and ensured the pupils' point of view was heard.

Expected standard

Attendance and behaviour

Expected standard 

Overall attendance has improved this year and is now above national levels. Persistent absence has dropped to below national levels. Many pupils with low levels of attendance face multiple complex barriers to being in school. There are also above-average levels of mobility at the school, meaning that pupils join the school at different times of the year and at different ages. Leaders thoughtfully tailor the support they provide for families and pupils to help ensure pupils attend regularly. This includes enlisting support for families from outside agencies and the local authority. There are areas of attendance that show success already, both for individual pupils and for attendance overall.

Pupils' behaviour in lessons and around the school is a delight. They value their learning and can talk about its importance in their future lives. Leaders carefully analyse behaviour information at a whole-school level to identify any pupils who need additional help. As a result, various programmes that support pupils at a whole-school, class and individual level are highly successful. The school has built effective partnerships with external agencies. These have resulted in pupils being offered bespoke support to help them manage their behaviour. Pupils know that any incidents of bullying or discrimination, though rare, will be dealt with promptly and effectively.

Early years

Expected standard 

Children in the early years get off to a secure start at school. The curriculum is carefully designed to ensure that children establish the important knowledge and skills to set them up well for learning in Year 1. The provision, both inside and outside, is generally well organised and offers an interesting range of different activities. Where some areas and activities are better arranged, children feel encouraged to explore and develop their learning. Children would benefit from this practice being more consistent.

Language development is prioritised. Staff are generally effective at interacting with children to encourage rich language. In the Reception Year, children start to learn phonics straight away. Children learn to blend sounds and to begin reading texts at an appropriate level. At times, there are fewer opportunities to develop early writing and number skills. Despite this, most children achieve well from their starting points. They are generally well prepared for the next stage of their learning.

Leaders ensure they identify any additional needs as quickly as possible. Staff work hard to ensure they support children in suitable ways, including support from external professionals when this would be helpful.

Leadership and governance

Expected standard 

Leaders have a clear understanding of the school's context and the community they serve. They know pupils and families very well. They celebrate what the school does well and know where to target future improvement priorities. Leaders are highly aspirational and never rest on their laurels. The school is very nurturing and inclusive. Pupils with additional

needs, including those with special educational needs and/or disabilities (SEND), are supported extremely effectively. Leaders and staff work together to ensure disadvantaged pupils achieve particularly well.

Staff access an ongoing, high-quality professional development programme. Staff praise this training, particularly the input they receive from specialists to help them support pupils with SEND. They feel listened to and value the support leaders give to manage their workload and wellbeing.

Governors fulfil their statutory duties effectively. They understand and check the systems for safeguarding at the school. In some other areas, their knowledge of the school is less detailed and sometimes lacks depth. This can limit the support and challenge they offer leaders.

Parents and carers are typically hugely positive about the school. They praise the support for pupils with additional needs and how leaders are always visible on the gates and available for parents to talk to if they have concerns.

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

Pupils are warmly greeted every morning as they enter the school and embark on their exciting learning journey. Caring relationships are at the heart of this inclusive school. Pupils talk about a sense of belonging. They feel included in all aspects of the school community. Pupils feel safe and know that staff keep them safe. They can name a member of staff they would talk to if they were worried or upset.

Leaders are ambitious for all pupils, including those who have additional needs. They swiftly identify any barriers to learning and ensure effective support is put in place for those pupils that need it. Pupils understand the importance of attending school. They enjoy their learning and being part of the vibrant school community. Staff work tirelessly to support pupils to ensure they attend school regularly.

Pupils benefit from a carefully planned and ambitious curriculum. They typically make excellent progress from their starting points as they move through the school. Pupils develop the key foundational knowledge they need in English and mathematics. By the time they leave the school, pupils are very well prepared for the next stage of their education.

In class and around the school, pupils demonstrate mature and respectful behaviour. They are polite when spoken to and, in lessons, they work together collaboratively. Pupils know that bullying is not tolerated. Staff deal with any incidents swiftly and effectively.

Pupils are provided with multiple different ways to enrich their learning. There is a rich offer of educational trips to different museums, galleries and historical buildings. Pupils also benefit from visitors to the school. For example, a local company provides dance workshops, the local fire brigade visits the early years provision and pupils are trained in first aid. Pupils with first-aid training then help keep their fellow pupils safe and well at lunchtimes.

Next steps

- Leaders should build on the existing effective practice in the early years to create interesting and well-resourced activities that ensure pupils feel encouraged to explore learning.
 - Leaders should ensure there are increased opportunities for pupils to practise their early writing and number skills, including in the early years.
 - Leaders should continue their hard work to improve attendance and lower persistent absence across the school.
 - Governors should further develop their knowledge of the school and expertise in their roles to provide consistent support and appropriate challenge across all areas of the school's work.
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About this inspection

The chair of the board of governors in this school is Phil Page.

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.

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 during the inspection.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Julie D'Abreu

Lead inspector:

Eleanor Ross, His Majesty's Inspector

Team inspectors:

Allan McLean, Ofsted Inspector

Jenny Lewis, 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 2 June 2026

School and pupil context

Total pupils

378

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

468

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)

44.92%

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

3.44%

Close to 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

11.90%

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	72%	61%	Above
2024/25 (final)	73%	62%	Above
2023/24 (final)	78%	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	80%	74%	Above
2024/25 (final)	92%	75%	Above
2023/24 (final)	82%	74%	Above
2022/23 (final)	70%	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	81%	72%	Above
2024/25 (final)	84%	72%	Above
2023/24 (final)	86%	72%	Above
2022/23 (final)	74%	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	80%	73%	Above
2024/25 (final)	84%	74%	Above
2023/24 (final)	82%	73%	Above
2022/23 (final)	74%	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	68%	46%	Above
2024/25 (final)	64%	47%	Above
2023/24 (final)	64%	46%	Above
2022/23 (final)	76%	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	82%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (final)	93%	63%	Above
2023/24 (final)	72%	62%	Close to average
2022/23 (final)	86%	60%	Above

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	82%	59%	Above
2024/25 (final)	86%	59%	Above
2023/24 (final)	80%	58%	Above
2022/23 (final)	81%	58%	Above

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 (final)	71%	61%	Close to average
2023/24 (final)	72%	59%	Above
2022/23 (final)	81%	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	68%	68%	1 pp
2024/25 (final)	64%	69%	-5 pp
2023/24 (final)	64%	67%	-3 pp
2022/23 (final)	76%	66%	10 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	82%	80%	2 pp
2024/25 (final)	93%	81%	12 pp
2023/24 (final)	72%	80%	-8 pp
2022/23 (final)	86%	78%	7 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	82%	78%	4 pp
2024/25 (final)	86%	78%	7 pp
2023/24 (final)	80%	78%	2 pp
2022/23 (final)	81%	77%	4 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 (final)	71%	81%	-9 pp
2023/24 (final)	72%	79%	-7 pp
2022/23 (final)	81%	79%	2 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 (3 term)	6.8%	5.2%	Above
2023/24 (3 term)	6.9%	5.5%	Above
2022/23 (3 term)	8.6%	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 (3 term)	21.0%	13.0%	Above
2023/24 (3 term)	20.1%	14.6%	Above
2022/23 (3 term)	29.2%	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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