

Tottenham Infant School

Address: Tottenham Road, Palmers Green, London, N13 6HX

Unique reference number (URN): 102006

Inspection report: 3 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 ●

Achievement

Strong standard ●

Pupils achieve well across the school and make sustained progress through the curriculum from the early years to the end of key stage 1. In the early years, children develop secure foundations in language and communication, which support early reading and writing. Phonics outcomes are now above the national average. This reflects leaders' purposeful and consistent approach to curriculum design and teaching.

As pupils move through key stage 1, they build securely on prior learning. Reading becomes fluent and confident. Writing develops systematically, and by Year 2 pupils write extensively and with confidence. In mathematics, pupils use accurate methods, reason effectively and solve increasingly complex problems.

Work in books shows high expectations and well-matched learning for all pupils. This includes pupils with special educational needs and/or disabilities, disadvantaged pupils and those previously known to children's social care. As a result, gaps in learning close quickly and securely. Pupils are well prepared for the next stage of education with secure knowledge, skills and confidence to succeed.

Curriculum and teaching

Strong standard ●

Leaders have designed an ambitious, broad and balanced curriculum that is carefully sequenced so that pupils' learning builds logically over time. High-quality texts are used purposefully to deepen pupils' understanding and build their learning securely from Nursery onwards. As a result, pupils are well prepared for the next stage of learning.

Leaders ensure that staff have the subject knowledge needed to implement the curriculum effectively. Shared approaches across the school support purposeful teaching, with reading prioritised from the earliest years. Staff model language precisely and use repetition and rehearsal to strengthen learning for all pupils. These approaches are particularly beneficial for pupils who speak English as an additional language. Pupils revisit sounds and tricky words in meaningful contexts and confidently retell familiar stories. Consequently, phonics outcomes are now above the national average.

Teaching in writing and mathematics is effective and responsive. Pupils develop secure handwriting, spelling and sentence structure from early years through to Year 2, enabling confident application across the curriculum. Teaching is skilfully adapted for pupils with special educational needs and/or disabilities and those who need to catch up. Targeted pre-teaching and timely interventions close gaps quickly. Pupils extend vocabulary across subjects and articulate their learning clearly. Progress is consistently positive, including for those facing additional barriers.

Early years

Strong standard ●

The early years curriculum is carefully designed to prioritise communication, language and children's independence as learners.

Staff consistently engage in high-quality interactions throughout the day. They model language clearly, ask thoughtful questions and encourage children to explain their thinking. Many children join the school speaking little or no English. As a result, staff place a sustained focus on developing children's communication and language from their starting points. This enables children to talk confidently about familiar stories such as 'Goldilocks and the Three Bears' and participate in role play, singing and practical activities. They increasingly use precise vocabulary. For example, children use words such as 'character' when discussing stories. Staff use well-timed checks on learning to deepen understanding and extend children's thinking.

Reading is embedded from the start. In Nursery, children learn about the structure of stories and develop positive attitudes and behaviours for learning. In Reception, staff teach phonics consistently and effectively, demonstrating secure subject knowledge. Children answer questions confidently and apply their learning to unfamiliar words. Writing, reading and mathematics are carefully sequenced and reinforced through indoor and outdoor provision. This enables children to practise and apply their learning.

Positive relationships with families contribute to children's confidence, independence and wellbeing. Provision is thoughtfully adapted for children with special educational needs and/or disabilities. As a result, children feel safe, develop independence and are well prepared for the transition to Year 1.

Inclusion

Strong standard ●

School leaders foster an inclusive culture where pupils feel welcome, valued and safe. From Nursery onwards, leaders identify pupils' individual needs quickly and accurately, including pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils and those previously known to children's social care. Leaders work closely with families and external professionals to ensure support is personalised and reflects each pupil's needs, strengths and aspirations. This early and collaborative approach helps pupils feel confident, included and secure in school life.

Leaders actively reduce barriers to learning and wellbeing through carefully designed adaptations. Pupils with more complex SEND benefit from calm spaces and specialist support that meet their sensory, communication and physical needs. These approaches help pupils feel settled, supported and ready to learn.

Leaders monitor pupils' progress closely and review the impact of support and interventions. They celebrate pupils' achievements and refine provision where needed. Teaching is carefully adapted so pupils with SEND can access learning and make meaningful progress alongside their peers.

Leaders ensure staff receive appropriate training so inclusive practice is consistent across the school. Staff skilfully support pupils who speak little or no English through clear modelling. This supports confidence and communication skills. Pupil premium funding is used well to support inclusion and outcomes. This ensures pupils receive timely support and achieve well.

Leadership and governance

Strong standard 

Leaders are ambitious for the school and the community it serves. They have a clear and accurate understanding of the school's strengths and priorities for improvement. Since the appointment of the headteacher, leadership has strengthened further, with a clear vision and high expectations for all pupils. A values-led culture promotes kindness, fairness and integrity and underpins leaders' expectations for pupils' behaviour and achievement. As a result, published outcomes have risen above national levels. This reflects leaders' determined focus on teaching, inclusion and consistency. Leaders' accurate evaluation of attendance has secured improvements, including reduced persistent absence.

Leaders and governors are aspirational for every child, including disadvantaged pupils, those with special educational needs and/or disabilities and those previously known to children's social care. They make decisions consistently in pupils' best interests, focusing on removing barriers to learning and wellbeing. A carefully sequenced curriculum and clear teaching approaches support pupils to thrive and achieve.

Professional development is a key driver of improvement. Leaders ensure all staff, including early career teachers, access a high-quality and evidence-informed programme of training. This includes subject-specific development, safeguarding and collaborative working. As a result, staff demonstrate the expertise and confidence to adapt teaching effectively to meet pupils' needs.

Governors fulfil their statutory responsibilities well. They provide effective support and challenge, particularly in relation to outcomes, safeguarding, finance and staff wellbeing. Governors hold leaders to account and support sustained improvement.

Leaders and governors prioritise staff wellbeing. Workload is managed carefully, communication is open and staff feel valued and supported. Parents are positive about the school and the care it provides for their children.

Personal development and wellbeing

Strong standard 

Personal development is a clear strength of the school. The personal, social and health education (PSHE) curriculum underpins daily practice and shapes pupils' experiences across the school. It is rooted in shared school values that promote resilience, confidence, cooperation, organisation and persistence. These values are introduced in Nursery and developed in age-appropriate ways through to Year 2. Pupils understand these values and apply them in their learning and behaviour.

Pupils' social, moral, spiritual and cultural development is carefully supported. Pupils learn to recognise right and wrong, reflect on their feelings and respect others. Staff teach pupils explicitly how to identify emotions, manage them effectively and seek help when needed. Consequently, pupils develop positive social skills, listen well and show perseverance. Across key stage 1, pupils apply learning from PSHE lessons and assemblies confidently in everyday routines and interactions with others. Pupils show confidence and pride in their achievements, for example through participation in sports festivals, dance events and performances.

The curriculum meets the needs of pupils with special educational needs and/or disabilities. Consistent approaches help pupils understand and manage their emotions. Pupils learn correct terminology to talk about their bodies, feelings and safety. This helps them understand online and offline risks. Disadvantaged pupils benefit from targeted support, with funding used effectively to secure access to trips, clubs and wider experiences.

British values are embedded across school life. Assemblies reinforce themes such as respect, fairness and responsibility alongside the PSHE curriculum. Pupils experience democracy in practice through voting for roles such as eco leaders, helping them understand fairness and decision-making. Visits are carefully planned to enrich learning, from local outings in Nursery to museums and outdoor experiences in key stage 1. Gardening projects and creative activities further support pupils' independence and wellbeing. Pupils are proud of their school, enjoy learning and feel safe and supported by staff.

Expected standard

Attendance and behaviour

Expected standard

Leaders have an accurate understanding of attendance. They analyse it to identify barriers for individual pupils and groups, including pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils. Following a period of below-national attendance and higher persistent absence, leaders' actions have been effective in securing improvement. Strengthened procedures, clearer expectations and closer monitoring have contributed to attendance now being in line with national figures. Leaders work proactively with families and external agencies and provide targeted support to address identified needs. Early intervention is having a positive impact for many pupils, including those with additional needs. However, attendance remains less secure for some pupils, and leaders continue to monitor this closely.

Leaders and staff have established a calm, orderly and respectful environment. Pupils behave well in lessons and around the school. Staff understand and apply behaviour procedures consistently and confidently. As a result, pupils show positive attitudes to learning, remaining focused and motivated. Bullying is rare and is dealt with quickly and effectively when it occurs. Pupils feel safe, supported and well cared for. Staff make careful adaptations to meet the needs of pupils with SEND, ensuring they are fully included and supported to succeed. As a result, the school has a positive culture in which pupils demonstrate pride in their community and respect for others.

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

Pupils at Tottenham Infant School enjoy coming to school. They feel safe, happy and well cared for in a calm, nurturing environment. Pupils say that school is a place where they can learn and enjoy themselves. They value the kindness of staff and know that adults will help them when needed. Pupils behave well and treat each other with care and respect.

Disagreements are rare. When they occur, pupils are confident that staff deal with them fairly and quickly.

Pupils belong to an inclusive community where every child is valued. Staff know pupils well and provide carefully tailored pastoral support. Pupils understand the school's values of resilience, confidence, persistence, cooperation and organisation. They explain how these values help them to develop positive attitudes to learning. The school adapts provision to meet pupils' needs. This includes pupils with special educational needs and/or disabilities, disadvantaged pupils and those who face barriers to learning or wellbeing. All pupils are included fully in all aspects of school life. Staff reduce barriers to learning and wellbeing effectively. This enables pupils to make secure progress from their starting points.

Pupils enjoy learning. The curriculum is carefully sequenced and built around high-quality texts. Reading is a priority from Nursery onwards. Pupils develop confidence in retelling stories, reading and early writing. Pupils say they enjoy choosing books and visiting the library. They also speak positively about lessons, lunchtime and having opportunities to make choices in school.

Pupils benefit from a wide range of enrichment activities. These include visits to local parks and libraries. These experiences broaden pupils' learning beyond the classroom. Pupils are proud of their school and of their achievements in learning, sport, art and music.

Pupils thrive at this school. They feel included, confident and motivated. They show positive attitudes to learning and are prepared well for the next stage of their education.

Next steps

- Leaders should ensure that recent improvements in attendance, including reductions in persistent absence, are sustained so that attendance is securely above national figures over time for all pupils.

About this inspection

The chair of the board of governors in this school is Dina Boodhun.

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 and other senior leaders during the inspection. They also met with members of the governing body, as well as a representative from the local authority.

Inspectors spoke with several pupils, staff, parents and carers. They considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

The headteacher took up post in September 2024.

The school does not use any alternative provision.

Headteacher: Zaheen Younis

Lead inspector:

Karen Kent, His Majesty's Inspector

Team inspectors:

Maureen Okoye, Ofsted Inspector

Caroline Stone, 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 3 February 2026

School and pupil context

Total pupils

223

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

240

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)

38.95%

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

3.59%

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

14.35%

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).

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)	6.7%	5.2%	Above
2023/24 (3 term)	6.4%	5.5%	Above
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)	24.0%	13.3%	Above
2023/24 (3 term)	18.2%	14.6%	Above
2022/23 (3 term)	29.3%	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.

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