

# William Davis Primary School

## Inspection report

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<b>Unique Reference Number</b>	100943
<b>Local Authority</b>	Tower Hamlets
<b>Inspection number</b>	367353
<b>Inspection dates</b>	5–6 July 2011
<b>Reporting inspector</b>	Madeleine Gerard

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	240
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pat Clayton
<b>Headteacher</b>	Catherine Morgans-Slader
<b>Date of previous school inspection</b>	28 April 2008
<b>School address</b>	Wood Close Cheshire Street, London London E2 6ET
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 17 lessons or parts of lessons taught by 11 teachers and held meetings with groups of pupils, staff and members of the governing body. They observed the school's work and looked at work in pupils' books, tracking data showing pupils' attainment and progress, the school's development plans, and policies and records for safeguarding pupils. They considered the 93 responses to the questionnaire received from parents and carers, the 93 responses to the questionnaire for pupils in Years 3 to 6, and the 23 responses to the staff questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How consistently all pupils make accelerated progress in all classes and whether attainment by the end of Year 6 is securely average.
- The extent to which pupils' personal development is a strength of the school.
- How accurately the school monitors the quality of its work and ensures consistency of provision through the school.

## Information about the school

This is an average-size primary school with Early Years Foundation Stage provision in one Nursery and one Reception class. The proportion of pupils with special educational needs and/or disabilities is average. The proportion of pupils known to be eligible for free school meals is above average. Almost all the pupils are from minority ethnic groups. Ninety per cent of pupils speak English as an additional language and the majority of these pupils are at an early stage of learning English. In November 2009, the school admitted an additional class of pupils into Year 1. The proportion of pupils who join and leave the school part-way through their education is above average. There have been a number of recent staff changes. The school has achieved several nationally recognised awards including the Activemark. The school operates and manages an early morning activity club.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

William Davis Primary provides a good quality of education and serves its community well. It is an inclusive school where all pupils are known as individuals and are valued in the school's safe and caring environment. The headteacher and the staff work successfully together as a strong team to ensure pupils have interesting work to do and enjoy their time at school. This is reflected in pupils' consistently above average attendance, good behaviour, positive relationships and well-being. Children in the Early Years Foundation Stage get off to a good start. Adults plan a good balance of activities for children to choose and adult-led tasks. They use the accommodation inside and outside well. Pupils' progress well in their learning through the rest of the school to reach average attainment at the end of Year 6. They make particularly good progress in reading.

Teachers track how well pupils are progressing and identify those who need additional support. In lessons, teachers' planning uses assessment information well to match work to pupils' needs. Additional help, tailored to pupils' specific needs, ensures all groups of pupils, including those speaking English as an additional language, those who join the school part-way through their education and those with special educational needs and/or disabilities, make good progress. Marking in pupils' books often makes clear what pupils should do to improve their work, although in a small minority of classes, this is less detailed. Pupils appreciate the wide variety of extra-curricular clubs that the school organises. These take place before and after school and at lunchtime to ensure that many pupils are able to participate.

Monitoring and accurate self-evaluation enables the school's leaders and managers to identify appropriate priorities for improvement. Since the previous inspection, the school has successfully sustained average attainment and pupils' positive attitudes to learning; developed the topic-themed curriculum to motivate pupils and engage their interest; enhanced the provision for computing at the school; and ensured that children in the Early Years Foundation Stage and pupils in Years 1 and 2 develop their good knowledge of letters and the sounds they make (phonics) through daily small-group sessions. These developments reflect the school's good capacity to sustain improvement. The governing body is supportive and knows the school's strengths and weaknesses. Since the previous inspection, difficulties in recruiting governing body members have limited the rigour with which the governing body has taken a fully active part in checking the school's work and holding the school to account. Recently fully recruited, members of the governing body are now taking a more active part in challenging the school to raise attainment further. Procedures to safeguard pupils' safety, health and welfare are good. The school site is safe, secure and very well maintained. However, the governing body is not ensuring that all policy documentation fully reflects the school's good practice.

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## What does the school need to do to improve further?

- Increase the skills of members of the governing body in challenging the school to raise pupils' academic outcomes further and in ensuring that all policy documents reflect the good practice within the school.
- Ensure pupils in all classes know what to do to improve and move up to the next level in their work by using marking and feedback consistently to make the next steps clear.

## Outcomes for individuals and groups of pupils

**2**

Children join the school with skills and capabilities that are generally well below the expected levels for their age. Skills in communication, language and literacy, and their personal, social and emotional development, are often particularly weak. Rates of learning and progress, and pupils' overall achievement and enjoyment in their learning, are good. This was illustrated in a literacy lesson where pupils were working hard to develop their knowledge of key words and their ability to read them quickly. Working independently, they concentrated well to find in their reading books key words from a list that the teacher had given them. The words were well matched to pupils' needs to ensure pupils of all abilities were suitably challenged. Pupils at an early stage of learning English and pupils with special educational needs and/or disabilities were keen to work with an additional adult and made good progress. Pupils who were finding the task difficult made good gains in their learning because the teacher gave them additional guidance and support. At the end of the lesson, pupils were keen to read the new words they had learned.

All groups of pupils make similarly good progress. Pupils with special educational needs and/or disabilities progress well because they enjoy targeted additional support from teachers and well-trained additional adults in lessons and in small- group sessions. Pupils with speech, language and communication needs benefit from weekly specialist therapist support. Those speaking English as an additional language make good gains in their English-speaking skills, and in their learning across all subjects, because they receive extra help in lessons and are eager to practise their speaking and listening skills during paired work. When pupils join the school part-way through their education, they settle swiftly because they receive a warm welcome from the school community.

Pupils enthusiastically raise funds for national and international charities. The Year 6 leadership club team are pleased to take responsibility for organising activities at break-time. The school council is proud of its contribution to the refurbishment of the playground toilets. Each week, the Kids News newsletter is written by the pupils themselves explaining what they have been learning in class. Pupils feel safe at school and are confident that adults will help them should any problems occur. They respond quickly to reminders about the behaviour that teachers expect. Activities including badminton, dance, yoga, girls' football and basketball, together with sporting equipment for pupils to use at break-time, effectively promote pupils' good attitude to keeping fit and healthy, and reflect the school's success in securing the Activemark. However, some clubs have only a few members. Through links with the local church, visits to a variety of places of worship and learning about many different festivals, pupils have a good understanding of world beliefs and values. Together with pupils' caring attitudes towards one another, the extent of their

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spiritual, social, moral and cultural development is good. Good achievement and above-average attendance ensure pupils are well prepared for the next stage in their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers manage classes successfully and make use of a variety of resources to ensure pupils take an active part in lessons. Explanations of new learning are clear. Speaking and listening activities are rightly prioritised through work in pairs and groups, and discussions to support learning. Teachers check the progress each pupil is making in reading, writing and mathematics, and use this information to ensure that they are suitably challenged in lessons. In a few lessons, when pupils spend too long listening to the teacher, the pace of learning is not as consistently brisk. Older pupils find group targets helpful in identifying what they should do to move up to the next level in their work. Marking and feedback in pupils' books is often helpful in identifying what pupils should do to improve their work, although this is not consistent. Small-group sessions in reading are particularly effective in helping pupils to improve their reading skills.

Visits and outings to a wide range of local places of interest, including a residential visit to an activity centre in Essex for pupils in Year 4 and Year 6, bring the curriculum to life and are much enjoyed. Good cross-curricular links enable the pupils to practise their reading, writing, numeracy and computing skills across a range of curriculum subjects. Topic themes are well selected to promote pupils' creative, practical and personal talents. For

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example, as part of a project on paintings and portraits, pupils in Years 3 and 4 have visited a portrait gallery and enjoyed painting portraits in the style of a chosen artist. All pupils in Years 2 and 3 learn to play the violin. Partnerships are used well. For instance, working with local artists, pupils have created high-quality artwork for display around the school. The school has recently increased opportunities for pupils to practise writing at length in a variety of different literary styles, although this has not been in place long enough to show a sustained impact on raising pupils' attainment in writing further.

Staff play a strong role in supporting pupils' social and emotional development because they know their individual needs and talents well. Good links with outside agencies are used effectively to provide additional help for pupils experiencing difficult circumstances and to promote their learning and well-being. The morning Rise and Shine club ensures a positive and punctual start to the school day for the many pupils who regularly attend. They enjoy opportunities to socialise and make friends with pupils in other classes, play table tennis and a variety of board games, and read books. Effective systems to promote attendance and punctuality consistently ensure that the whole-school community is clear about the importance of attending school regularly and on time.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher is a strong leader and works successfully with the staff and members of the governing body to put pupils at the heart of all the school's work. The school tackles discrimination and promotes equality well so that rates of progress are good for all groups of pupils. Leaders and managers embed ambition and tackle discrimination well, and bring about sustained improvement; they have ensured the quality of teaching is consistently good, enhanced the curriculum and have worked hard to harness the support of parents and carers. Monitoring ensures that the school has an accurate picture of its performance although, occasionally, assessment data from the whole-school tracking system are not always precisely analysed.

The governing body fulfils its statutory duties. Some monitoring of documentation, though, is less consistently rigorous and does not ensure that the good practice of staff is reflected in the school's policies. Safeguarding arrangements are satisfactory overall. Staff have a detailed awareness of safeguarding issues and record keeping is of good quality. There are harmonious relationships between different groups of pupils and differences are respected because community cohesion is promoted well. This ensures the school is a happy community. Pupils have a good understanding of the school and local community. Well-established links with schools in the United Kingdom ensure that pupils have a good

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understanding of life in contrasting communities. Links are developing with schools abroad to develop pupils' awareness of those who live in global communities. Workshops for parents and carers support them in helping their children's learning at home. Regular newsletters for parents and carers keep them informed about what their children are learning in lessons. Parents and carers also appreciate the opportunities the school provides for them to develop their English, computing and parenting skills through courses run by the school.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Adults rightly prioritise developing children's personal and social skills when they join the school. This, together with well-established routines, helps them to form positive relationships with adults and other children. They work and play well together sharing toys and equipment. For example, children in the nursery were enjoying healthy snacks, sitting at the table and talking together. In the reception class, children in the office role-play area took turns to use the computer keyboards and shared stationery. Topic themes are well selected to reflect children's interests. As part of a project on transport, children have recently enjoyed an outing to a miniature railway. In the reception class, they were successfully developing their knowledge and understanding of the world by comparing the coach journey they had made to get there with the journey they had made on foot to the local park for sports day. Opportunities for parents and carers to spend time with their children in at the start of the day ensure they are involved in their children's early learning experiences. Children make good progress in the Early Years Foundation Stage, although their attainment is still below average by the end of the Reception Year. Leadership and management are good and ensure that detailed ongoing records of observations of children's progress are kept and used to plan further learning experiences. Occasionally,

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opportunities are missed to challenge children further in their learning to make even swifter gains in their skills.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

A slightly higher-than-average proportion of parents and carers responded to the questionnaire. In the survey, the overwhelming majority of parents and carers confirmed that their children enjoy their time at school. The vast majority are confident that the school keeps their children safe. Most are happy with their child's experience of school. The very large majority evaluate the quality of the school's work to promote pupils' personal development positively. Most agree that their children's needs are well met and that they are well taught at the school. The inspection findings endorse the views of parents and carers regarding pupils' personal development. Inspectors found rates of learning and progress, pupils' academic outcomes and the quality of teaching and other aspects of the school's provision to be good. A few felt that the school could do more to take account of their comments and suggestions. The governing body is keen to develop opportunities to consult parents and carers for their views.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at William Davis Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 93 completed questionnaires by the end of the on-site inspection. In total, there are 240 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	61	34	37	2	2	0	0
The school keeps my child safe	68	73	23	25	1	1	1	1
My school informs me about my child's progress	49	53	36	39	6	6	1	1
My child is making enough progress at this school	38	41	48	52	6	6	0	0
The teaching is good at this school	50	54	38	41	4	4	0	0
The school helps me to support my child's learning	49	53	33	35	9	10	0	0
The school helps my child to have a healthy lifestyle	40	43	47	51	4	4	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	34	37	52	56	3	3	0	0
The school meets my child's particular needs	31	33	52	56	6	6	2	2
The school deals effectively with unacceptable behaviour	46	49	37	40	7	8	2	2
The school takes account of my suggestions and concerns	35	38	43	46	11	12	1	1
The school is led and managed effectively	47	51	38	41	4	4	1	1
Overall, I am happy with my child's experience at this school	52	56	33	35	5	5	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



7 July 2011

Dear Pupils

**Inspection of William Davis Primary School, London, E2 6ET**

Thank you very much for your friendly welcome and for helping us when we visited your school recently. We enjoyed our visit very much and were pleased to see you all enjoying sports day activities in Weavers Fields. This letter is to tell you about the judgements that we reached.

William Davis Primary is a good school. You told us that you enjoy coming to school and your parents and carers like the school, too. You attend school regularly. The youngest children get off to a good start in the Nursery and Reception classes. You make good progress in your learning and achieve well. Those of you who need extra help are well supported so that you make good progress. You particularly like the activities and outings that the school organises for you. All of you get along well with one another and your behaviour is good. You have a good understanding of how to keep yourselves fit, healthy and safe. Teaching is good and the staff make regular checks on how well you are making progress. The adults look after you well and make sure that you feel safe at school.

To make the school even better, we have asked that the school's leaders make even more checks on the quality of a few aspects of the school's work and policy documents so that they are all consistently good. When teachers mark your work, we would like them to always give you written advice and feedback to help you to improve and move up to the next level even faster. All of you can help by continuing to work hard and continuing to come to school every day and on time.

Finally, I would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine Gerard

Lead inspector

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